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ABSTRACT

During the 1977-78 school year, students from four Utah high schools participated in the evaluation of an experience-based career education (EBCE) project. The 228 students (115 girls and 113 boys) enrolled in EBCE were designated the experimental group and a randomly selected English class from each high school was treated as the control group. Specified student outcomes were categorized into three areas: career skills, life skills, and basic academic skills. To gather data, the evaluators used the following instruments: Career Maturity Inventory; Career Attitude Scale; Self-Directed Search Interest Inventory; Assessment of Student Attitudes Scale; Stanford Test of Academic Skills; Student Demographic Data Questionnaire; Teachers, Students, Site Coordinators, and Parent Attitude Surveys; and grade reports. In addition, reports, interviews, and observations held by the evaluators who monitored the project were analyzed. Some of the major results were that (1) the EBCE project was well organized and managed at all levels; (2) high commitment and enthusiasm were shown by school personnel, administration, parents, community employers, and students; (3) grade patterns of EBCE students were basically uniform with those of control students; (4) tests of academic skill development did not show significant gains in EBCE students as compared to control students; and (5) overall, EBCE students did show increased career awareness and career knowledge. (BM)

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ED164834

FINAL REPORT
Year 2

PROJECT NO. 502AH60105

GRANT NO. G08-76-00115

EXPERIENCED-BASED CAREER EDUCATION, PART D, 13.502

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576
Weber County School District
Thera Johnson, Project Director
Ogden, Utah 84404

THIRD PARTY EVALUATORS
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November 1, 1978

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PREFACE

This report prepared by the third party evaluators concludes the second year of the EBCE program (1977-78) in the Weber and Morgan School Districts. During this period of time, the evaluators have met with students, teachers and counselors to determine information flow and the effectiveness of program operation. Close contact has been maintained with the district office EBCE personnel, to monitor and evaluate the operation of the program. Site employers have also been visited to observe their interest in the school relationship and the relationship established between job and student. Lastly, testing has been conducted to evaluate the program objectives that specified student outcomes.

The EBCE program has been observed to be of high quality. Integrity and desire to have an effective program seems to motivate the implementation of all program components. The openness and cooperation of the EBCE staff and other school personnel have made the efforts of the evaluators relatively easy. The efforts of the two school districts to make EBCE an integral part of the education of each child is to be commended.

Ivan D. Muse

C. Garn Coombs

Third Party Evaluators

PROJECT NO. 502AH60105

GRANT NO. G08-76-00115

EXPERIENCED-BASED CAREER EDUCATION, PART D 13.502

Exemplary Project in Vocational Education

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November 1, 1978

REPORT SUMMARY

A. Time Period Covered

This final report covers a period of time commencing September 1, 1977 to August 31, 1978.

B. Goals and Objectives of the EBCE Program

The career education program conducted by the Weber County and Morgan County School Districts was designed to produce certain specified student outcomes. These outcomes expressed as hypotheses were categorized into three areas of involvement:

Career Skills

Life Skills

Basic Skills

For each of these areas, hypotheses were stated that would provide opportunity to test student proficiency and attitude in the areas outlined. These hypotheses were as follows:

Career Skills

a. Experimental students will acquire increased mastery in career knowledge.

b. Experimental students will acquire significantly greater mastery in career knowledge than control students in a traditional high school.

c. Experimental students will acquire increased career maturity.

d. Experimental students will acquire significantly greater career maturity than control students in a traditional high school.

Life Skills

e. Experimental students will acquire increased positive attitudes toward learning environments.

f. Experimental students will develop significantly more positive attitudes toward learning environments than control students in a traditional high school.

g. Experimental students will acquire increased positive attitudes toward self.

h. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

Basic Skills

i. Experimental students will acquire increased mastery in basic academic skills.

j. Experimental students will acquire significantly greater mastery in basic academic skills than control students in a traditional high school.

In addition to the above, a major purpose of the evaluators was to monitor the operation of the EBCE program to determine if all guidelines of the U.S. Office of Education were being adhered to and if the original program components were being followed. To complete these tasks the evaluators have extensively tested student participants in pre- and posttest situations and have carefully monitored all phases of program management and operation.

C. Program Evaluation

1. Test of Student Outcomes

A treatment-control group quasi-experimental evaluation design was utilized to assess student outcomes of the Weber and Morgan Experience Based Career Education Program. The following tests were used by the evaluators for administration to the students:

A. Career Maturity Inventory (CMI)
B. Career Attitude Scale (CAS)
C. Self-Directed Search Interest Inventory (SDS)
D. Assessment of Student Attitudes Scale (ASA)
E. Stanford Test of Academic Skills (TASK)

Pretest data was collected Fall semester, 1977. Posttest material was administered to the students Winter semester, 1978.

2. Teachers, Students, Site Coordinators and Parent Attitude Surveys

Individual group questionnaires were developed to test attitudes and reactions to the EBCE program. The questionnaires were administered immediately prior to the ending of each semester. The results were tabulated and are presented in this report.

3. Grade Report of EBCE Students

The grades for the first and second semester of the 1977-78 school year were collected for each student in the experimental group. A control group was also used to compare grade scores with experimental groups. The semester grades were compared to determine if student grades had been affected by participation in the program.

4. Program Elements and Management

The operation of the program was constantly monitored during the school year and periodic quarterly reports were submitted detailing the progress of the program. Consistent with quarterly reports, the evaluators found no evidence of violations in regard to sex-fair practices.

E. Conclusions and Recommendations

As a result of extensive monitoring of the EBCE program, and the evaluation of program components, the following summary evaluator reactions are rendered.

1. The experienced-based career education is well organized and managed at all levels. Particular commendation is made to Project Director Thera Johnson, and her immediate co-workers who make every effort, in terms of time and resources, to provide a quality educational effort.
2. The community (site personnel) are increasingly committed to EBCE and are earnestly interested in helping young people to learn about the world of work.
3. The communication mechanism for contacting students, parents, and site personnel regarding program aspects is effectively organized and informative. Potential problems are handled quickly in a humane manner through a series of staff meetings at all levels as well as personal and written correspondence when necessary. Cone coordinators are constantly in touch with district EBCE personnel and other program groups.

4. Facilities and equipment in the form of counselor materials, transportation vehicles, and computer services are suitable and effective.
5. Parents are enthusiastic about the program and feel that their children are benefitting. Student attitude is also positive. Information received indicates that parents and children talk frequently about their visits and work assignments at community sites.
6. Grade patterns of students in the EBCE program are basically uniform with those of control students. Grades do not drop noticeably during the EBCE semester. It may be said that most students can engage in this type of experience and continue to perform at their regular rate.
7. The commitment to the program is equally high among teachers, counselors, administrators and EBCE district personnel.
8. Tests of academic skill development do not show significant increases in gain. However, results display a gradual increase consistent with control students. The study does demonstrate that development is not hindered or decreased by a career education experience of this type.

9. Students are very enthusiastic and excited about their experiences. The general attitude is one of "being special" about campus. Students are expected to adjust considerably during the week to meet expectations of program components. They do this well and experience little serious difficulties. Much to the satisfaction of EBCE personnel, coaches have permitted students to participate and compete in athletics too.

10. Students did show an increased mastery of career knowledge based upon analysis of the CMI.

11. Overall, experimental students did acquire better life skills as a result of the EBCE program. They gained increased career maturity and a more realistic attitude toward their school environment and the world of work.

12. The EBCE program is definitely a viable program that is providing results in terms of increasing career awareness and career knowledge of the students. Unfortunately, a number of the hypotheses written for the program and the tests currently being used are not well suited for identifying program accomplishments. For instance, a question arises as to the ability of the CMI to measure the specifics in career skills that students are gaining. EBCE students in the Weber program are learning how to

meet employees and how to make decisions about what they like and don't like in a job. Their skills are not touched upon in the CMI. Likewise, one program hypothesis states that the EBCE students will increase in basic skills significantly more than control students. This hypothesis is unfair to a program that was not written for basic skill attainment. Because EBCE students are gone from school once a week, how could they be expected to do better than control students who are in class five days each week. The better question would be that of, are EBCE students able to keep their grades at the same level as control students. The evaluators feel that the Weber EBCE program is enough different from the Research for Better Schools model, to warrant modifications in the hypothesis now being used to test the program.

Recommendations

For consideration of those problems mentioned in Item 12 above, and as a desire to see this program be recognized for its unique EBCE contributions, the following changes are proposed for the 1978-79 school year.

1. Modify particular program hypotheses that due to restrictive wording practically guarantee inability of the goals and objectives to be reached satisfactorily. Such changes to be as follows:

Life Skills

Hypotheses 5, 6, 7 and 8 were written following the RBS model to measure changes in attitude among experimental and control groups. Their hypotheses cannot be verified because the Berger Acceptance of Self Scale (BASS) and the Assessment of Student Attitude Scale (ASA) are not sensitive enough instruments to register any change in self concept over a single semester of 15-16 weeks. The original use of these instruments was that of a program involving a full year of career involvement.

Another sizable problem is that of test times. It is not realistic to administer a demographic inventory to the students and still have time to carry out program requirements. The students become too test weary.

Basic Skills

Hypothesis 9 should read: "Experimental students will maintain basic academic skill levels during the semester involved in the EBCE program."

Hypothesis 10 should read: "Experimental students will maintain basic skill levels similiar to that of control students during the semester that they are in the EBCE program."

2. The EBCE staff at Weber develop a career education test (with assistance from state office personnel, school personnel, and university consultants) that will more accurately measure student career knowledge, decision making skills and career maturity. Care should be taken to develop a test that will be valid and test worthy.

SECTION I: TEST EVALUATION

A. Student Descriptions

B. Instruments

C. Career Skills

D. Life Skills

E. Basic Skills

A. Student Descriptions

Ivan D. Muse
C. Garn Coombs
October, 1978

A. STUDENT DESCRIPTIONS

During the 1977-78 school year, tenth grade students from Weber County School District and 9th-11th grade students from Morgan County School District participated in the evaluation of an Experienced-Based Career Education (EBCE) Project. The three high schools in Weber County School District were Bonneville High School, Roy High School, and Weber High School. Morgan High School was the only school in the Morgan County School District.

The students were randomly selected from the pool of student applications for the 1977-78 school year. Students chosen first were enrolled in Fall semester. Students chosen second were enrolled in Winter semester. Students chosen third were alternates for both semesters to replace students who withdrew from EBCE.

Demographic data were collected on the students enrolled in EBCE to determine the types of students interested in EBCE activities. Since this is an elective course, not all possible students elected to take EBCE.

Those students who applied were checked to determine previous attendance patterns. Experience from the first year of the project taught everyone that school attendance was a crucial prerequisite for satisfactory performance in EBCE. This lesson was reinforced again during the period of this report.

The 228 students completing EBCE consisted of 115 girls and 113 boys. All the students were white caucasian except two Hispanic students at Roy High and two Black students at Bonneville High. Sixty three students either withdrew or were dropped from the program because of moving outside the district, involvement in athletic and other extracurricular activities, concern for academic performance, and poor attendance.

Descriptions of the students who completed EBCE are shown in the following tables.

Table 1 , Students Enrolled in EBCE

Table 2 , Grade Average

Table 3 , Attendance

Table 4 , Reasons for Enrolling in EBCE

Table 5 , Post High School Plans

Table 6 , Education of Parents

Table 1

Student Enrolled in EBCE

School	Students Completing EBCE		
	Fall	Winter	TOTAL
Bonneville High School	41	24	65
Roy High School	35	31	66
Weber High School	39	23	62
Morgan High School	21	14	35
TOTAL	136	92	228

Table 2

Grade Average

School	A	B	C	D
Bonneville High School	13	37	12	3
Roy High School	16	44	5	1
Weber High School	14	40	8	0
Morgan High School	5	15	15	0
TOTAL	48	136	40	4

Table 3

Attendance

School	Attend Most of Time	Attend Frequently	Absent Somewhat	Absent Frequently
Bonneville High School	54	9	1	1
Roy High School	53	5	6	2
Weber High School	55	1	4	2
Morgan High School	27	4	4	0
TOTAL	189	19	15	5

Table 4

Reasons for Enrolling in EBCE--Three Choices

School	1*	2	3	4	5	6	7	8	9
Bonneville High School	31	7	55	14	5	43	4	34	2
Roy High School	26	2	59	19	12	30	9	35	6
Weber High School	28	2	58	15	11	32	7	28	3
Morgan High School	24	5	34	9	6	13	1	11	2
TOTAL	109	16	206	57	34	118	21	108	13

*Key

1. To receive counseling about what to do after I finish school.
2. To have more individual attention in my school program.
3. To find out about careers.
4. To have learning activities outside of school.
5. To get into a program different from regular school.
6. To get help in finding a job.
7. To make new friends.
8. To get job training.
9. Other.

Table 5

Post High School Plans--Three Choices

School	1*	2	3	4	5	6	7	8	9	10
Bonneville High School	45	22	7	21	6	13	9	31	35	5
Roy High School	43	17	7	20	10	15	16	35	28	7
Weber High School	45	17	10	20	11	9	5	41	25	3
Morgan High School	31	9	2	14	2	4	4	18	18	5
TOTAL	164	65	26	75	29	41	34	125	106	21

*Key

1. Full time employment.
2. Apprentice or on the job training.
3. Regular military service or service academy.
4. Homemaker.
5. Vocational, technical, trade, or business school.
6. Study academic subjects at 2 year college.
7. Study vocational or tech subjects at 2 year college.
8. Four year college or university.
9. Part time employment.
10. Other.

TABLE 6

EDUCATION OF PARENTS

School	Jr. High School		High School Diploma		College Diploma		Grad School		Other	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother	Father	Mother
Bonneville High School	6*	5	33	49	16	10	4	0	4	1
Roy High School	3	5	43	49	19	11	0	1	0	0
Weber High School	9	10	32	39	11	8	3	0	7	5
Morgan High School	2	0	21	31	9	3	1	0	2	1
TOTAL	20	20	129	168	55	32	8	1	13	7

* One father had only an elementary school education

The grade point averages of the students were mostly 3.0 or above. Only two percent had 1.0 average and 17 percent had a C average whereas 60 percent had a B average and 21 percent were in the A range.

Eighty two percent of the students reported attending school most of the time, with eight percent attending frequently, six percent attending somewhat and only two percent absent frequently. Since attendance to employer site is crucial to the success of the program, a high attendance percentage is very important. The data are based upon students completing EBCE rather than those students initially enrolled in EBCE, which may have altered the high attendance figure.

The main reason students enrolled in EBCE was to learn more about different careers. Other reasons are listed below in order students gave for enrolling in EBCE.

TABLE 7

Reasons for Enrolling in EBCE--Rank Order

Choice	Reasons	Percentage
1	To find out about careers	31%
2	To get help in finding a job	18%
3	To receive counseling about what to do after I finish high school	16%
4	To get job training	15%
5	To have learning activities outside regular school	8%
6	To get into a program different from regular school	5%
7	To make new friends	3%
8	To have more individual attention in my school program	2%
9	Other	2%
		100%

Eighty percent of the reasons given by students for enrolling in EBCE deal with finding out about careers, how to get a job and job training and counseling to help choose a career. These four concerns should receive a major emphasis in EBCE.

Student post high school plans indicate that obtaining employment and attending four-year universities are the most popular choices of the students. The percentage of each choice is listed below.

1.	Full time employment	24%
2.	Apprentice or on the job training	9%
3.	Regular military service or service academy	4%
4.	Homemaker	11%
5.	Vocational, technical, trade, or business school	4%
6.	Study academic subjects at two year college	6%
7.	Study vocational or tech subjects at two year college	5%
8.	Four year college or university	19%
9.	Part time employment	15%
10.	Other--going on a mission was most popular plan specified	3%
		100%

Most of the parents had a high school degree or better with the overall education of the fathers being higher than the mothers. One father only had an elementary school education and only one mother had a graduate degree.

The percentages of the education of the parents are listed in Table 8.

TABLE 8

Education of Parents--Percentage

Level of Education	Fathers	Mothers
Junior High School	9%	9%
High School Diploma	57%	73.5%
College Diploma	24%	14%
Graduate School	4%	.5%
Other	6%	3%
TOTAL	100%	100%

B. INSTRUMENTS

Ivan D. Muse
C. Garn Coombs
October, 1978

B. INSTRUMENTS

Besides data about the students enrolled in EBCE, three general areas of student outcomes were of interest to the EBCE project and the funding agency. The three areas were: (1) career skills; (2) life skills, and (3) basic academic skills.

Other interests included student, parents, teacher, and employer reaction to EBCE.

To gather data the evaluators employed the following instruments and procedures.

Student Demographic Data

A Student Demographic Data Questionnaire (SDQ) was used to gather information about the students enrolled in EBCE. Data resulting from this questionnaire are described under student descriptions.

Career Skills

Two subtests of the Career Maturity Inventory (CMI) Competence Test were given to assess career skills development. The subtests were "Occupational Information: Part 2, Knowing About Jobs," and "Planning: Part 4, Looking Ahead." These subtests were selected since the attempt to measure knowledge of career and occupational facts and

sequences and are relatively free of biases which are contradictory to goals of the program.

Another test was the Career Attitude Scale (CAS), a 22 item Likert-like scale.

Life Skills

Instruments to assess student attitude toward life skills development were the Assessment of Student Attitudes Toward Learning Evnvironment (ASA), a 26 item Likert-like scale.

Basic Academic Skills

The Stanford Test of Academic Skills, (TASK), Level II, form A , was given to access basic academic skill proficiency. TASK is a standardized test measuring skills in Reading, English, and Mathematics at two separate levels. All items are of the multiple choice variety. The items range from quite easy to fairly difficult.

The Stanford Test of Academic Skills (TASK) replaces the Comprehensive Tests of Basic Skills (CTBS), which was used for evaluating basic academic skills during the first year (1976-77) of the project. The reasons for this change of instruments for testing basic academic skills were: 1) Weber County School District gave TASK to all tenth grade students so we decided to omit redundancy and go with

the test used by the school district, and 2) to reduce the amount of time required to take all the evaluative tests. Also, since no significant differences were found in the basic academic skills in 1976-77 using CTBS, the evaluators felt a need to try another instrument and chose TASK.

Participant Reaction

Questionnaires were developed by the evaluators to collect data on the attitude and reaction of persons involved, either directly or indirectly with EBCE.

The "Students' Evaluative Opinions" questionnaire consisted of two parts. Part 1 was an 11 item Likert-like scale and Part 2 was a written "Critical Incident Report."

The "Parent's Evaluative Opinions" questionnaire was a 13 item Likert-like scale with space for parental comments.

The "Teacher's Evaluative Opinions" questionnaire was a 13 item Likert-like scale with space for teacher comments.

The "Employer Evaluative Opinions" questionnaire was a 13 item Likert-like scale with space for employer comments.

The "Former Students Evaluative Opinion" questionnaire was a 13 item Likert-like scale with space for student comments.

Other Instruments

Student report cards were analyzed to determine the affects of EBCE upon students enrolled and the grades received for the year.

Weekly site assignment sheets were analyzed for students enrolled second semester to determine the variety of career experiences EBCE students had during the semester.

Interviews, observations, visits, and meetings were held by the evaluators as they carefully monitored the project throughout the 1977-78 school year.

EBCE students in all four high schools were the experimental groups. A control group from each school consisted of an English class randomly chosen.

This change was made because of student resistence to taking tests when not part of the experimental group.

C. Career Skills

Ivan D. Muse
C. Garn Coombs
October, 1978

C. CAREER SKILLS

Four hypotheses were evaluated relating to career skills.

Hypothesis 1

Experimental students will acquire increased mastery in career knowledge.

Students took a pretest and posttest of the Career Maturity Inventory (CMI) Part 2, Knowing About Jobs, and Part 4, Looking Ahead. The following tables show the results of this evaluation.

TABLE 9

MORGAN HIGH SCHOOL - CMI

Semester	Part	N	Mean Diff	SS	Variance	SD	SE	df	*t	.05	.01
Fall	2	18	1.111	128.320	7.548	2.747	0.647	17	1.717	1.740	2.567
Fall	4	18	1.154	156.842	9.226	3.037	0.716	17	1.612	1.740	2.567
Winter	2	14	2.592	63.500	4.884	2.210	0.590	13	4.392	1.771	2.650
Winter	4	14	1.070	84.860	6.527	2.554	0.682	13	1.566	1.771	2.650

*t score must be higher than .05 or .01 to be significant

TABLE 10

BONNEVILLE HIGH SCHOOL - CMI

Semester	Part	N	Mean Diff	SS	Variance	SD	SE	df	t	.05	.01
Fall	2	39	1.436	382.399	10.063	3.172	0.508	38	2.826	1.687	2.430
Fall	4	39	0.128	358. 624	9.332	3.054	0.489	38	0.261	1.687	2.430
Winter	2	**									
Winter	4	24	1.080	281.695	12.247	3.499	0.714	23	1.511	1.714	2.500

** Correct Posttest Not Taken

TABLE 11

ROY HIGH SCHOOL - CMI

Semester	Part	N	Mean Diff	SS	Variance	SD	SE	df	t	.05	.01
Fall	2	35	0.285	255.173	7.505	2.739	0.469	34	0.606	1.692	2.443
Fall	4	35	1.314	453.596	13.341	3.652	0.617	34	2.128	1.692	2.443
Winter	2	30	1.402	169.201	5.834	2.415	0.441	29	3.174	1.699	2.462
Winter	4	30	1.333	226.270	7.802	2.793	0.509	29	2.607	1.699	2.462

TABLE 12

WEBER HIGH SCHOOL - CMI

Semester	Part	N	Mean Diff	SS	Variance	SD	SE	df	t	.05	.01
Fall	2	39	0.948	198.511	5.224	2.282	0.366	38	2.590	1.687	2.430
Fall	4	23	3.615	317.225	8.348	2.889	0.462	38	2.813	1.687	2.430
Winter	2	23	1.391	249.481	11.340	3.367	0.702	22	1.981	1.717	2.508
Winter	4	23	2.000	338.000	15.363	3.919	0.817	22	2.447	1.717	2.508

TABLE 13

COMPOSITE CMI - KNOWING ABOUT JOBS (Part 2)

School	Semester	n	df	t	.05	.01	Significants
Morgan	Fall	18	17	1.707	1.740	2.567	no
Morgan	Winter	14	13	4.392	1.771	2.650	.01
Bonneville	Fall	39	38	2.826	1.687	2.430	.01
Bonneville	Winter	-	-	-	-	-	-
Roy	Fall	35	34	0.606	1.692	2.443	no
Roy	Winter	30	29	3.174	1.699	2.462	.01
Weber	Fall	39	28	2.590	1.687	2.430	.01
Weber	Winter	23	22	1.981	1.717	2.508	.05

TABLE 14

COMPOSITE CMI - LOOKING AHEAD (Part 4)

School	Semester	n	df	t	.05	.01	Significants
Morgan	Fall	18	17	1.612	1.746	2.567	no
Morgan	Winter	14	13	1.566	1.771	2.650	no
Bonneville	Fall	39	38	0.261	1.687	2.430	no
Bonneville	Winter	24	23	1.511	1.714	2.500	no
Roy	Fall	35	34	2.128	1.692	2.443	.05
Roy	Winter	30	29	2.607	1.699	2.462	.01
Weber	Fall	39	38	7.813	1.687	2.430	.01
Weber	Winter	23	22	2.447	1.717	2.508	.05

All of the students enrolled in EBCE in the four high schools did not show an increased mastery of career knowledge based upon the pretests and posttests of the CMI. Each high school registered a significant increase for at least one semester on Part 2, Knowing About Jobs, and two high schools registered significant increase in Part 4, Looking Ahead, for both semesters.

Taking Weber High School alone, the experimental students did acquire increased mastery of career knowledge by showing a significant increase at the .01 and .05 levels on both tests for both semesters.

The experimental students at Roy High School showed increased mastery of career knowledge for all students in all tests except fall semester, Part 2, Knowing About Jobs.

The experimental students at Bonneville and Morgan High Schools showed increased mastery in Part 2, Knowing About Jobs, for one semester; although no statistical data were recorded for Part 2 tests in Bonneville High School winter semester.

There were a total of 16 tests given to the experimental students in the four high schools. Of these sixteen tests, the experimental students registered significant increases in learning career knowledge in nine tests, one was invalid and failed to register any significant increase on six tests. This indicates that more students acquired increased

mastery of career knowledge because of the EBCE program than those who did not.

Hypothesis 2

Experimental students will acquire significantly greater mastery in career knowledge than control students in a traditional high school.

The following tables present data collected from experimental and control groups at the four high schools.

TABLE 15

MORGAN HIGH SCHOOL CMI - EXPERIMENTAL AND CONTROL

Semester	Part	Ne	Nc	S^2	SE	df	t	.05/2	.01/2	Significant
Fall	2	19	19	7.19	0.944	36	2.330	2.030	2.722	.05/2
Fall	4	19	19	7.86	0.987	36	2.016	2.030	2.722	no
Winter	2	14	19	3.28	0.662	31	2.779	2.040	2.763	.01/2
Winter	4	14	19	3.61	0.695	31	2.446	2.040	2.763	.05/2

TABLE 16

BONNEVILLE HIGH SCHOOL CMI- EXPERIMENTAL AND CONTROL

Semester	Part	Ne	Nc	S^2	SE	df	t	.05/2	.01/2	Significant
Fall	2	39	37	7.43	0.626	74	3.961	1.998	2.652	.01/2
Fall	4	39	37	7.43	0.715	74	2.333	1.998	2.652	.05/2
Winter	2	-	-	-	-	-	-	-	-	-
Winter	4	24	37	10.12	0.833	74	1.596	2.000	2.659	no

TABLE 17

ROY HIGH SCHOOL CMI - EXPERIMENTAL AND CONTROL

Semester	Part	Ne	Nc	S^2	SE	df	t	.05/2	.01/2	Significant
Fall	2	35	30	10.84	0.818	63	0.586	1.999	2.658	no
Fall	4	35	30	12.21	0.869	63	3.647	1.999	2.658	.01/2
Winter	2	30	30	11.27	1.867	58	1.188	2.002	2.664	no
Winter	4	30	30	12.17	0.901	58	3.551	2.002	2.664	.01/2

TABLE 18

WEBER HIGH SCHOOL CMI - EXPERIMENTAL AND CONTROL

Semester	Part	Ne	Nc	S^2	SE	df	t	.05/2	.01/2	Significant
Fall	2	39	26	8.01	0.716	63	2.039	1.999	2.658	.05/2
Fall	4	39	26	10.27	0.811	63	1.381	1.999	2.658	no
Winter	2	23	26	11.82	0.984	47	0.877	2.014	2.689	no
Winter	4	23	26	12.15	0.997	47	0.472	2.014	2.658	no

The data did not validate hypothesis 2 because there were no schools where the experimental group scored significantly higher on all four tests than did the control group.

There were gains by the experimental groups in every high school in at least one area. Roy High School reported significant gains both semesters on Part 4 of the test, which indicates that the EBCE students had learned more about Looking Ahead as a result of the program.

Overall, the test results indicate that the students enrolled in EBCE gained increased career knowledge because of the program, but not enough to register significant increases in all areas of the CMI tests nor the overall responses of students in the control group.

Hypothesis 3

Experimental students will acquire increased career maturity.

Data was collected by using the Career Attitude Scale which was given as a pretest and posttest to the experimental groups. The students did acquire increased career maturity at the .05 level of significance, for both semesters. This hypothesis therefore is a valid one. The data is reported in the following tables.

TABLE 19

CAREER ATTITUDES (CAS)

Fall Semester

School	n	Pretest Mean	Posttest Mean	Mean Diff	t	2-tail prob
Morgan	20	364.1250	390.5625	-26.4375	-2.27	0.043
Bonneville	39	367.3333	391.0000	-23.6667	-2.11	0.047
Roy	35	376.5250	403.6500	-27.1250	-2.53	0.033
Weber	39	373.2250	404.4750	-31.2500	-3.01	0.012
All Schools	133	371.8120	397.6275	-25.8155	-4.33	0.000

TABLE 20

CAREER ATTITUDES (CAS)

Winter Semester

School	n	Pretest Mean	Posttest Mean	Mean Diff	t	2-tail prob
Morgan	14	370.2225	398.9725	-28.7500	-2.32	0.042
Bonneville	24	372.6250	402.2250	-29.6000	-2.62	0.040
Roy	30	382.9385	412.8210	-29.8825	-2.68	0.040
Weber	23	379.1250	412.3800	-33.2550	-2.94	0.028
All Schools	91	377.1275	407.6664	-27.5392	-4.23	0.000

D. Life Skills

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October, 1978

D. LIFE SKILLS

Hypothesis 5

Experimental students will acquire increased positive attitudes toward learning environments.

Experimental students took the Assessment of Student Attitude Scale as a pretest and posttest. Individual schools did not show any significant change although the overall group registered a change, but toward the more critical side than the positive side.

This change in attitude could be a result of students learning more about the world of work and the requirements needed to prepare for it, and then taking a more critical look at the program offered by their schools. Such a change in attitude could be considered a change to a more realistic attitude toward the learning environment, which is a sign of growth and the development of a positive attitude. The data is present in the following tables.

TABLE 21

LEARNING ATTITUDES (ASA)
Fall Semester

School	n	Pretest Mean	Posttest mean	Mean Diff	t	2-tail problem
Morgan	20	391.5000	389.5500	19.500	0.14	0.876
Bonneville	39	386.6667	371.6428	15.0239	1.53	0.147
Roy	35	394.3750	382.1250	12.2500	1.21	0.423
Weber	39	380.3333	369.8887	10.4446	1.12	0.668
All Schools	133	389.9286	379.0412	10.8874	2.12	0.048

TABLE 22

LEARNING ATTITUDES (ASA)
Winter Semester

School	n	Pretest Mean	Posttest Mean	Mean Diff	t	2-tail problem
Morgan	14	397.6542	388.1246	9.5296	1.17	0.250
Bonneville	24	393.7733	383.6667	10.1066	1.02	0.268
Roy	30	400.5250	390.3750	10.1500	1.03	0.267
Weber	23	390.3334	378.4714	11.8620	1.18	0.222
All Schools	91	396.7718	386.0594	10.7124	2.11	0.045

Hypothesis 7

Experimental students will acquire increased positive attitudes toward self.

The Berger Acceptance of Self Scale (BASS) was to be used to verify this hypothesis, but the change in the program to a single semester experience invalidated this instrument, which is not sensitive enough to register any change in self concept over single semesters. Data was collected in 1976-77 which verified the lack of validity of this instrument so no data was gathered for this hypothesis this year.

Hypothese 4, 6, and 8 all were comparing changes in attitude to control groups but because of the hours involved in giving all the tests in a single semester to a control group, these hypotheses were not evaluated.

Overall, the experimental students did acquire better life skills as a result of the EBCE program. They gained increased career maturity and a more realistic attitude toward their school environment and the world of work.

E. Basic Skills

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October, 1978

E. BASIC SKILLS

Basic skill growth of students was considered in Hypothesis 9 and 10 of the EBCE.

Hypothesis 9

Experimental students will acquire increased mastery in basic academic skills.

Hypothesis 10

Experimental students will acquire significantly greater mastery in basic academic skills than control students in a traditional high school.

The experimental groups in each school and the control groups in each school were tested by use of the Stanford Test of Academic Skills (TASK),

TASK is available in two levels with two equivalent forms for each level. Level 1 was used for this program because it is the easier test and as the test is particularly designed for use in grades 8, 9, and 10. In addition, the test can be completed in approximately 40 minutes. Besides the appropriateness of the test, this latter factor was deemed important by the school district due to the large blocks of time being consumed by students for testing.

Two tools were used to measure students knowledge. These were in the areas of English and Mathematics. The English test measures the student's knowledge and effective use of the English language. The Mathematics test was designed to measure general mathematical competence.

The TASK was administered as a pretest to all students at the beginning of the school year and then again during May, 1978.

Subject Analysis

Student scores were considered by comparing the scaled scores on the Mathematical and English tests. Scaled scores are directly comparable on a pre- and posttest observation basis. This comparability permits a rather easy method of using the scaled scores as a measure of academic growth over a period of time. The scaled scores were then placed within the Stanine range of achievement. Stanine scores vary from a low of one to a high of nine. Five is considered average. When comparing Stanine scores on tests, there must be a difference of two or most Stanines between tests to be of significant difference at the .05 level. Because no stanine score differences were noted that were significant, statistical figures for each table are not shown.

Report of Data

Table 23 reports the comparison of data for EBCE and

control group students on the (TASK) English test. Each school had EBCE students both semesters and they are reported as separate groups. A scaled score is displayed with its equivalent stanine score. As can be seen, Stanine scores on the pretest and the posttest show a growth (higher scores) pattern of about one stanine. Students tended to score better on the English test over a period of time, but not significantly. Experimental students did just as well as the control students and in some instances did slightly better. Bonneville High School second semester students jumped two stanine points which is significant.

Table 2 reports the scores of students on the Mathematics section of the TASK. Stanine scores tended to remain about the same in both the pre- and posttest comparisons. Pretest stanine scores averaged 5 as did the posttest scores. Experimental groups at each of the schools did not show noticable gain in mathematical test scores nor did they perform better than control group students. However, Bonneville High School second semester EBCE students did improve in English scores from a stanine of four to six, which is significant.

School Stanine Summary

Stanine summaries were determined for each school. These summaries indicate the number of students at each school who scored at or below average, average or above average level for the English and Mathematics sections of the TASK test. The Stanine scores indicate that experimental and control group students scored at about the same levels. In some instances however, the experimental groups tended to have fewer students scoring in the below average stanine scale (1, 2 or 3) than did the control groups. The Tables and schools are presented as follows:

Weber High School: Tables 25 and 26 display the English and Mathematics scores of the experimental and control group students.

Roy High School: Tables 27 and 28 display the English and Mathematics scores of the experimental and control group students.

Bonneville High School: Tables 29 and 30 display the English and Mathematics scores of the experimental and control group students.

TABLE 23

EBCE and Control Students
TASK English Test

School	Semester	Pretest Scaled Score	Pretest Stanine	Posttest Scaled Score	Posttest Stanine
Bonneville	1	190	5	207	5
Bonneville	2	186	4	216	6
Control		224	6	210	6
Roy	1	190	5	210	6
Roy	2	191	5	212	6
Control		180	4	190	5
Weber	1	190	5	206	5
Weber	2	202	5	194	5
Control		213	6	220	6

TABLE 24

EBCE and Control Students
TASK Mathematics Test

School	Semester	Pretest Scaled Score	Pretest Stanine	Posttest Scaled Score	Posttest Stanine
Bonneville	1	199	5	200	5
Bonneville	2	180	4	204	6
Control		208	6	199	5
Roy	1	198	5	193	5
Roy	2	191	5	196	5
Control		189	4	196	5
Weber	1	191	5	202	5
Weber	2	198	5	199	5
Control		205	6	205	6

TABLE 25

Weber High School Stanine Summary
TASK English

Stanine	1st Sem. Weber	1st Sem. EBCE	2nd Sem. Weber	2nd Sem. EBCE	Control Group	
Below Average (1, 2, or 3)	5	13%	7	32%	-	-
Average (4, 5, or 6)	24	62%	12	55%	13	68%
Above Average (7, 8, or 9)	10	26%	3	14%	6	32%
TOTAL Number	39		22		19	

TABLE 26

Weber High School Stanine Summary
TASK Mathematics

Stanine	1st Sem. Weber	1st Sem. EBCE	2nd Sem. Weber	2nd Sem. EBCE	Control Group	
Below Average (1, 2 or 3)	3	8%	4	17%	3	16%
Average (4, 5 or 6)	24	62%	12	52%	6	32%
Above Average (7, 8 or 9)	12	31%	7	30%	10	53%
Total Number	39		23		19	

TABLE 27

Roy High School Stanine Summary
TASK English

Stanine	1st Sem. Weber	1st Sem. EBCE	2nd Sem. Weber	2nd Sem. EBCE	Control Group	
Below Average (1, 2 or 3)	4	11%	1	3%	6	24%
Average (4, 5 or 6)	21	58%	18	56%	16	64%
Above Average (7, 8 or 9)	11	31%	13	41%	3	12%
Total Number	36		32		25	

TABLE 28

Roy High School Stanine Summary
TASK Mathematics

Stanine	1st Sem. Roy	1st Sem. EBCE	2nd Sem. Roy	2nd Sem. EBCE	Control Group	Control Group
Below Average (1, 2 or 3)	5	14%	5	16%	5	20%
Average (4, 5 or 6)	22	61%	20	63%	13	52%
Above Average (7, 8 or 9)	9	25%	7	22%	7	28%
Total Number	36		32		25	

TABLE 29

Bonneville High School Stanine Summary
TASK Mathematics

Stanine	1st Sem. Bonneville	1st Sem. EBCE	2nd Sem. Bonneville	2nd Sem. EBCE	Control Group	Control Group
Below Average (1, 2 or 3)	2	5%	1	4%	5	19%
Average (4, 5 or 6)	27	71%	19	68%	14	52%
Above Average (7, 8 or 9)	9	24%	8	29%	8	30%
Total Number	38		28		27	

TABLE 30

Bonneville High School Stanine Summary
TASK English

Stanine	1st Sem. Bonneville	1st Sem. EBCE	2nd Sem. Bonneville	2nd Sem. EBCE	Control Group	Control Group
Below Average (1, 2 or 3)	4	11%	3	11%	2	7%
Average (4, 5 or 6)	24	63%	15	54%	17	63%
Above Average (7, 8 or 9)	10	26%	10	36%	8	30%
Total Number	38		28		27	

SUMMARY

The results of this section do not substantiate support of Hypothese 9 and 10. Experimental students did acquire increased mastery in basic academic skills but not significantly. Also, experimental students did not significantly acquire greater mastery in basic academic skills than control students. Of most importance, however, is the observation that students who are in the EBCE program are scoring just as well or slightly better than control group students. This observation speaks well of the program when taking into consideration the fact that all EBCE students miss a full day of school each week.

SECTION II: QUESTIONNAIRE EVALUATION

A. Student Opinions

B. Parent Opinions of the EBCE Program

C. Site Coordinator

D. Teacher Attitude Survey

E. Grade Patterns of EBCE Students

F. 1976-77 EBCE Student Followup

A. Student Opinions

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C. Garn Coombs
October, 1978

A. STUDENT OPINIONS

Questionnaires were administered to students enrolled in the EBCE program during Fall semester, 1977 and Winter semester, 1978. Questionnaires were given to the students two weeks prior to the end of each semester and at this point, students had completed all of the required site assignments.

One month prior to administering this evaluator-developed questionnaire, a meeting was held with the EBCE staff to review the questionnaire content and to recommend changes. A schedule was also developed relative to test administration and collection of completed forms. Cone coordinators were instructed on the administration of the instrument and were assigned to test the EBCE students in their area. The instrument consisted of eleven items and a critical incident report form.

Because of the large number of students in the program (approximately 350 per year), it was decided to not report all of the critical incidents. A number of incidents were randomly selected from the total group of students for inclusion in this final report. In order to also reduce the vast amount of student data collected, EBCE students were randomly selected from each school and the data reported in the following tables and commentary.

Report of the Data Received from EBCE Students

Table 31 reveals the number of students selected from each school for inclusion of data in this report.

TABLE 31

EBCE STUDENT PARTICIPATION IN THE PROGRAM

School	Number of EBCE Students Reporting	Number of Complete Returns	Percent
Bonneville High School	40	40	100
Roy High School	30	30	100
Weber High School	35	35	100
Morgan High School (Rural)	18	18	100
TOTAL	123	123	10[illegible]

ITEM 1

"How much progress have you made in developing your ability to tell what workers do in a variety of work areas?" Fifty six percent of the responses were marked in the "Quite a Bit" category. Another 22 percent said that they had gained much. Only 15 percent of the responses were checked in the "Little" category. This information is found in Table 32.

TABLE 32

PROGRESS IN TELLING WHAT WORKERS DO AT WORK

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	1	3	21	11	4	40
Roy High School	0	3	24	2	1	30
Weber High School	0	9	17	8	1	35
Morgan High School	0	3	7	7	1	18
TOTAL	1	18	69	28	7	123
PERCENT	1	15	56	22	6	100

ITEM 2

"How much progress have you made in developing your ability to explain steps necessary to enter specific jobs, including the training and educational background needed?"

Over half of the student responses (56%) were recorded in the "Quite A Bit" category indicating a substantial feeling about developed progress in explaining specific job requirements. In addition, 16 percent reported that they had gained much. Twenty four percent of the responses were in the gained "Little" category.

TABLE 33

PROGRESS IN ABILITY TO EXPLAIN JOB REQUIREMENTS

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	1	10	22	4	3	40
Roy High School	0	4	21	4	1	30
Weber High School	1	12	13	8	1	35
Morgan High School	0	4	9	4	1	18
TOTAL	2	30	65	20	6	123
PERCENT	2	24	53	16	5	100

ITEM 3

Item three on the questionnaire asked, "How much progress have you made in developing your ability to make a wise vocational choice?" This question requires the students to indicate if they can make preferences among the sites that they visited. A wise vocational choice cannot readily be made on the basis of one or two visits, but the ability to be discerning as to interests is important in becoming job selective. Sixty eight percent of the students indicated that they had made progress in developing ability to make wise vocational choices. Twenty four percent said that they

had made little progress in this area. Five percent of the students reported that they weren't sure.

TABLE 34

PROGRESS IN MAKING WISE VOCATIONAL CHOICES

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	3	10	18	7	2	40
Roy High School	1	5	9	13	2	30
Weber High School	1	12	13	9	0	35
Morgan High School	0	2	11	4	1	18
TOTAL	5	29	51	32	5	123
PERCENT	4	24	42	26	4	100

ITEM 4

This item asked the students to indicate the job site they enjoyed the most. The results are found in Table 35.

The number of sites selected by the students indicate a variety of vocational interests. The totals shown do not represent all students in the program during the school year. A random sampling of the EBCE students was taken to

indicate general preference. Other sites may have also been desirable, but the students were asked to only select their top choice. The hospital, veterinarian and department store work were the most heavily selected. The police department and school aides were also seen as desirable by a number of students in the sample.

TABLE 35

MOST ENJOYABLE JOB SITES

Site/Job Responsibility	No. Students Liking Area
School Teacher Aides	7
Hospital	12
Doctor	2
H.A.F.B.	2
Browning Weapons	3
Cutter Laboratories	2
IPBH	6
Savings and Loans	1
Utah Skyways	1
Police Department	7
Department Store	8
Heavy Equipment Operator	2
Intermountain Farmer	4
Veterinarian	9
Hotel Management	4
Telephone Company	3
City and County	2
Office	2
Norton's Fruit Company	2
Computer Center	2
Wildlife Resources	2
Occupational Therapy	4
White Motors	6
Winchell's Donuts	2
Floral	3
Computer Service	2
Dentist	3
Lawyer	3
Barber	2
Radio	2
Stepping Stones	5
Beauty Shop	6
Pet Shop	2

ITEM 5

This item asked, "How much knowledge have you gained about how this employer site operates?" Ninety two percent or 92 of the 123 students responding to this question reported that they had gained "Quite A Bit" in how employer sites operate.

TABLE 36

KNOWLEDGE GAINED ABOUT EMPLOYER SITES

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	1	2	26	11	0	40
Roy High School	0	2	14	14	0	30
Weber High School	0	1	21	13	0	35
Morgan High School	0	4	8	6	0	18
TOTAL	1	9	69	44	0	123
PERCENT	1	7	56	36	0	100

ITEM 6

This item refers to question #6 in the student questionnaire. The question asks, "How much progress have you made in developing your ability to perform very basic skills in occupations active in this area?"

TABLE 37

PROGRESS MADE IN PERFORMING BASIC SKILLS IN SELECTED OCCUPATIONS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	0	8	21	9	2	40
Roy High School	0	9	13	5	3	30
Weber High School	2	4	17	8	4	35
Morgan High School	0	6	7	5	0	18
TOTAL	2	27	58	27	9	123
PERCENT	1	22	48	22	7	

ITEM 7

This item listed as #7 on the students questionnaire requested the respondents to list the different skills that they performed while at job sites. This information is reported in Table 38. A number of skills were reported. No frequency tabulation was recorded. Most students listed more than one skill that they were required to perform at job sites.

TABLE 38

SKILLS PERFORMED BY STUDENTS

Styling Hair	Auto Repair	Plant Care
Paste-up	Cashier	Assembly Line Work
Assembling	Filing	IBM Machine Operator
Typing	Mechanics	Drawing
Flowers	Printing	Ditto Master Machine
Salesman	Display Arranging	Carpenter
Secretarial	Handling Pets	Give Shots to Animals
Press Work	Medical Lab	Make Beds
Computer Operator	Advertising	Shipping Clerk
Inventory	Layout	Stocking Clerk
Welding	Teaching	Helping Models
Dental Assistant	Police Work	Packaging
Bookkeeping	Stocking	Taking and
Child Care	Electronics	Developing Photos
Cleaning	Fork Lift Operator	

ITEM 8

Question #8 asked the respondents how much they had learned about the importance of dependability, attendance, personal appearance, etc., at the sites that they visited. These character traits were apparently in evidence or stressed by site employers. Fifty of the respondents or 40 percent reported that they had learned "Quite A Bit" about the importance of character traits. Forty five percent of the students reported that they had learned "Much" in this area. Only nine percent indicated that they had learned "Little" (8%) or "None" (1%).

TABLE 39

INFORMATION LEARNED ABOUT CHARACTER TRAITS AT SITES

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	1	2	11	24	2	40
Roy High School	0	6	15	8	1	30
Weber High School	1	1	16	13	4	35
Morgan High School	0	0	8	10	0	18
TOTAL	2	9	50	55	7	123
PERCENT	1	8	40	45	6	

ITEM 9

This item asked, "How much have you gained in your ability to develop a career plan?" Seventy one percent (71%) of the responses were marked in the "Quite A Bit" to "Much" categories. Eleven percent of the students reported that they "Didn't Know." Fiften percent of the responses were found in the "Little" category.

TABLE 40

ABILITY TO DEVELOP A CAREER PLAN

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	2	7	19	7	8	40
Roy High School	0	5	15	7	3	30
Weber High School	1	7	16	6	5	35
Morgan High School	1	0	10	6	1	18
TOTAL	4	19	60	26	14	123
PERCENT	3	15	50	21	11	100

ITEM 10

This item asked, "How much have you gained in your ability to aid your family and friends to clarify their own career plans?" This question was more difficult for the respondents to answer as it assumed that students of this age would tend to counsel others in career clarification. It might be expected that a number of students would mark the "None"and "Quite A Bit" categories for this item. As was the case, 30 percent of the responses were in the mentioned areas. However, 63 percent of the responses

were in the "Quite A Bit" to "Much" categories. This would indicate that the students are talking quite a bit to their parents and friends about EBCE.

TABLE 41

STUDENTS ABILITY TO HELP OTHERS
CLARIFY CAREER PLANS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	2	6	24	5	3	40
Roy High School	2	15	9	2	2	30
Weber High School	2	6	17	6	4	35
Morgan High School	1	4	10	3	0	18
TOTAL	7	31	60	16	9	123
PERCENT	5	25	50	13	7	100

ITEM 11

This question asked the respondents to indicate the amount of instruction or information that they were given by the site employers about job possibilities, skills needed, site operation, etc. Fifty six percent of the student responses were in the "Quite A Bit" to "Much"

categories. Six percent of the students reported that they "Didn't Know" how much instruction they had received, and four percent said that they received no instruction or information. The latter percentage seems somewhat implausible because it would be almost impossible to visit sites for a semester and not gain some information. Twenty four percent of the students reported that they gained little.

TABLE 42

AMOUNT OF INFORMATION GIVEN BY SITE EMPLOYERS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville High School	2	6	24	5	3	40
Roy High School	0	12	11	5	2	30
Weber High School	3	8	12	10	2	35
Morgan High School	0	5	10	3	0	18
TOTAL	5	31	57	23	7	123
PERCENT	4	24	46	10	6	100

SUMMARY

Students were very responsive in their ability to respond to the questions asked of their involvement in the EBCE program. Well over the majority of students felt that progress has been made to a considerable degree in their learning more about careers. Students gained much more from the program and in particular learned much about the need for certain character qualities (dependability, attendance, appearance, etc.) in job situations. The students gained a considerable amount of knowledge about employer sites and talked considerably to their parents about the EBCE program.

CRITICAL INCIDENT REPORT FORM

Students were asked to recall their most interesting and useful experience, and their least interesting and useful experience during the semester. They placed this information on a critical incident report form. A random selection of responses are given below and are typed exactly as they were written with no editing of content, grammar or puncutation.

MY MOST INTERESTING AND USEFUL EXPERIENCE IN THE EBCE PROGRAM

BONNEVILLE HIGH SCHOOL

1) The most interesting experience I had in EBCE was the time I went with a telephone installer from Mountain Bell. I really can't remember why I liked it so much but it was the very best career experience I had. The worker I went with was polite and he answered questions I didn't even ask. We traveled from the most expensive homes in Ogden to the bottom of the slums. (It might have been the travel that I liked, but I think it was more than that because it was a snowy, slushy and freezing day and it was bad for driving.) I doubt I will ever have a career with the Telephone Co., but the experience was a good one.
2) Cutter Lab Experience. That was the most interesting for me. I was involved in experiments to check germ growth and things. I actually got to do them myself. Then we did some checking on the finished products to see if they worked properly. This was really interesting to me because I'm interested in medicine and science.

3) At White Motors first and middle of the program. They let you get into the work more then any other place and they treat you like human beings.

4) The McKay Hospital, the reason I liked it is because they had different kind of things to do and I'm glad that I did it cause now I really know what I want to be through Experience on this EBCE program.

5) On April 26 I went to the south Ogden Police department. I really enjoyed this experience since I want to become a police woman later on in life. I went with Detective Minster out on a Drug abuse talk with elementary school age then we went out to arrest this person but he wasn't there anymore so we let the warrants officer take it out. We then went to preview a movie on vandalism. It was a real good day for me.

6) On May Second 78 when I went to the hospital in Nursing and Surgery was one of my favorite explorations I had. We were shown around the hospital and explained what went on. After the evaluation I was taken down to the nursary in which I watched babies being fed and which I had the opportunity to change a diapers. In which I refused because I was unexperienced in this field and didn't want the big mess.

7) I liked Holiday Inn about the most it was a fun job and I liked the people that I worked with. I filed and made out checks answered the phone and typed witch are some of the things I could do as a secretary.

8) My most interesting and useful experience was when I was able to go to the Lawyers office. The Lawyer I was with recommended a book called: Listen To The Teachers of the Law. He told me that that is a book almost all of the people read when they want to become something dealing with law. I was able to sit through

the court dealing with public things: tickets, peace disturbing, ect. Then I was able to sit through one session of the trial on child abuse. Now I got kind of an idea of what kind of questions used.

9) Well, I really liked working at Rollins and Stock Vetrinary Hospital. It taught me procedures and I learned of different ailments and what to look for. #2 Another one was working at ZCMI and being with people, mainly the public. #3 Also Honda Sales and Hobby, I was also working with people along with doing filing and answering phones, etc.

10) I feel that all of my sites were useful, to help make a decisione on what I want to become. It is hard to decide which one is the best. If I had to make a decision I would say Public Relations at the Hopsital was the most intresting. because it is fun to watch people, do things, they like to DO. And get to know people better. I wish everyone had the same opportunities that I had in EBCE.

11) My Most interesting experience is when I went to I.P.B.H. I learned to put in trim boards and put trim around windows. I worked in the floor building shop and watched them build floor beams.

12) The most interesting and useful exploration I went on was to BlOl Raido. I learned about Broadcasting how They get the news over telotype, and the techeques used in commercials. I even got to wright a comercial for Hansen Chev and Olds. It was the Best and most interesting exploration I ever went on in my life.

ROY HIGH SCHOOL

1) My most interesting place was State Wildlife Division It was a useful and interesting expierence. I learned a lot especily about Deer hunting and Deer hunting laws and what the men do for a job there and it also helped me in choosing a carreer.

2) My most useful Experience in the EBCE program was when I went to White Motor for the first time, I worked on the line and helped drop the big semi- engines and radiators into the trucks. I really enjoyed that! Thank Mike for me.

3) My most useful experience was probably going to Hollywood Beauty College. Because I had being a cosmetologist in the back of my mind, and it made me understand how to go about getting into Beauty College, and what you actually learn there.

4) The most useful experience is probably Toshi's Exotica Pet Shop. Because I am interested in caring and handling animals. That is why after my experience in Toshi's I have decided to be a helper in a pet shop. I am really glad I had a chance to see how a pet shop is run, before I got a job in one.

5) My most interesting and useful experience was at Hollywood Beauty College. I learned a lot of things which I didn't know. I learned how to roll hair in curlers so you can't see where they were. I also learned how to give a manicure.

6) My most interesting and useful experience was when I went to the hospital. I've always wanted to be a nurse. I love to work with little kids and babies. Going to that site really made up my mind about what I am going to do about my employment.

7) Cutter Laboratorie was my most interesting site. My first time I went they showed me all around. They also taught me how to get certain products when they need them. and how to do certain things like: 1-How to load a truck trailer. 2-How to load a train car. 3- and how to mark off the products after you get them. And I took breaks with them. and they have just the right amount of time for lunch.

8) I went to Roy Elem School on march 14. It was a great experience for me & probably the most use ful because: I was able to see just how a teacher functions, with first graders. I felt just like an aid, they really gave me all there attien, I felt glad to help them with there math, reading I really enjoyed myself. I also helped make donuts in the kindergarden section. But I just had fun be able to use some of my knowledge in helping them. this is one of my career choices.

WEBER HIGH SCHOOL

1) My most Interesting and useful experence was. The best place I went was ZCMI because I got to do as well as listen. They act like your there and help you understand the job.

2) My best site was miller floral because they have my favorite kinds of plants I like to take care of plants. I did not know that rasing flowers was such a big business. I think I would like to work there some day.

3) At the bank I was in the Loan Area. The Vice President showed me the procedures in get a loan and the general function of the bank. I was then able to meet with

the loan officer and obtain further information on loans. When I went to the vet. hospital they were really ready to show us the total operation, we were able to watch several operations and other things they do, they told us the qualification needed to be a vet doctor etc.

4) The most interesting and useful experience for me was the time I went to the sun chronicle. I was able to write an editorial and enlarge many pictures. I have always wanted to go into writing and photography as a career. This experiance taught me alot of new things and showed me the way things were done.

5) Going to McKay Dee hospital. I got a complete tour of the hospital. Saw a film on an open-heart surgery, and got a lecture on how much of what kind of education was or is needed to get different jobs at the hospital. Then I got to go into the nursery and bathe newborn babies, diaper them and feed them some water. Also got to watch all the different things the nurse did to them. (Give them a shot of Vit. E., take temp. weigh and check babies body for any defects.

6) It was a master muffler, I learned a lot more about welding. and how to tell if a pipe or muffler was bad, all my other experiances went to far off of what I like to do.

7) It is when I went to the Veternarians. I enjoyed the people and the animals. I feel sorry for the sick animals and I really like to help them get well. I guess the most important thing is I love to work with horses if I didn't I most likely wouldn't become a Vet. I hope the other kids that go will learn as much as I did plus have fun at the same time. Its really a terrific experience.

8) I guess was my first job when I went to Willard Bay It was a really great exsperiance and I hope that many other students will enjoy it as much as I did. Cause you really do get into many fields of work you aren't always doing the same thing day in and Day out. It's fantastic.

9) I liked it at KLO Radio Station it helped me appreciate radio more after I saw how much time and effort it took to run things. The people there were all just fantastic people. They acted like they enjoyed telling and showing me what they did. They all sounded as if they really liked their jobs. This takes a person who likes to talk to other people, people who have patience. People who like music!

MORGAN HIGH SCHOOL

1) My most interesting experience was when I went to Holiday Inn. Once in the restaurant and one when I was behind the front desk. Both times I went there they had someone walk off the job and someone called in sick so they really needed some help those days. In the restaurant I did everything but take the people's orders and ring up their bill. At the front desk I answered the phone and used the cash register. I did almost everything there was to do there too.

2) My favorite site was South Ogden Police department but the one that in was Rollins, Stock Vet Hos. and Associated Veternaarians. These sites were also useful because thes is what I would like to become, and having the opportunity to see what they truelly do helped me decide if that is what I really want to become.

3) Roosevelt School-It taught me how to help small children and how to cope with the ones that weren't interested in learning.

4) I enjoyed the Vetrinarian because I love being out in the outdoors. I thought that it was very interesting. I enjoyed it a lot.

5) South ogden Police Because I want to be a cop

6) I most useful experience was at HAFB. I was in the computer area, I had never seen them or knew how they worked till then, I think I'd like to go into that kind of a field.

MY LEAST INTERESTING AND LEAST USEFUL EXPERIENCE
IN THE EBCE PROGRAM

BONNEVILLE HIGH SCHOOL

1) Is when I went to Thair Blackburn Archetech I hated it when I first walked in At 7:55 it was stail! Well five minutes after eight o'clock. He had to leve and I was there alone till 12:00.' At 12:00 he came back and told me to go to lunch so I did. When I came Back At 1:00 he wasn't there At 1:30 he came Back and stayed till about 2:00 And then left again he told me to look at some magiznes and walk around He didn't say when he was comeing Back so I left.

2) Miller floural is the worsed place I went. All I did was sit around watch them move flowers, and unloed a desale and load it.

3) I do not have a least Interesting Eexperience, because all of them were useful in making a job decision. It is important to know what you want to be as well as don't want to be. And it shows you that a job is not always pleasant.

4) The experience I least liked was working at the Ogden City Recreation Dept. If there would've been something for me to do I might have enjoyed it. But marking tennis balls is not my idea of learning. #2 Other then than, there was also the Forest Service. I'm just not in to doing clean-up jobs and such.

5) My least interesting and least useful experience I had was when I went to electornics. The guy I was with tried kinda to explain what was going on but I guess t just didn't regester in my head, and I'm really not interested in electronics now that I was able to go through a little experience.

6) My most least interesting cite was Commercial Security Bank. I sat the whole day while people explained what they did, then they would move me from desk to desk all day. But at the end it was a little bit better. I sat with the collections while they made phone calls. But they were nice people.

7) This was in about the middle of May when I went to Elite Jewlers. It wasn't the expierience itself rather their wasn't nothing to do.

8) My least interesting EBCE exploration was when I went to stepping stones model shop and put out fliers on cars. It was very uninteresting boring and just not a very good place for me. I feel however It would have been more intresting and fun had I been able to do more than just that.

9) Jewlery Elite because I didn't anything the whole day I just sat thier and watched T.V.

10) My least interesting was Bon Marche cause they made you file all day long and thats not the thing I want to do all my life.

11) Speech Therapy Mar Lon Hills Elem. This was least valuable to me because all I did was run off papers. I was a bit disappointed to find that they put us to work as a set of "extra hands" I had about 1/2 hr. experience on speech therapy, and in that time I didn't get enough information on that career. I think they should plan more material for the students.

12) Going to White Motor Co. two times in a row and doing the very same things.

ROY HIGH SCHOOL

1) My least interesting and least useful site was Ogden First Fedral Savings and loan assoc. I sat there and listened to them talk and that was it.

2) My least useful one was white Motor, Because I went there 3 times all those times all I did was file. and do most of their back up work in filing, for they didn't want to do it so why not give it to us students no good it didn't help me to know just how that company function by filing all day, then if I protest then they might let me play with the type writter.

3) Associated Vets It was least interesting, because I mostly just sat around all day. I went out to a couple of farms. to check if cows were pregnant. and to vaccinate a couple calfs. and didn't get long enough for lunch.

4) My least interesting and least useful experience in the EBCE program was a Booth Dental Clinic. The reason is, is because I didn't get to do anything but stand and listen to the grose sounds that the dental equipment were making.

5) My least useful experience is at Moyes Glass. They send you there and you don't even get to cut glass. Only the boys were aloud to cut the glass. The girls were sent to the office. This is really a dumb site for a girl, unless you like office work all the time.

6) My least useful experience was going to Shauer Mart. Because I didn't really even take part in what you would do if you worked there. I dusted instead, and I just walked around. It seemed like I was just wasting my time.

7) My least useful and interesting experience in the EBCE program was when I went to White Motor for sales All I did the whole time was to rip zerox copies apart and file them. I felt like cheap labor.

8) The Federal Forestry. When I went to the forestry I went with part time help and me and the other kids did most of the work. I think they should send us with people in the field thats on the paper like law enforcment etc.

WEBER HIGH SCHOOL

1) Well I really liked all of them they were all great places I just disliked going to the main office for Mountain Bell as many times as I did. They just don't have very much for us students to do so we usually either just sit there and watch or they have us on our feet filing all day while they sit there and talk.
2) The one that I least liked was making Beds at the Ramada Inn.
3) It was when I went to Bon Marche. Maybe it would have been more useful to me if they wasn't getting ready for a University Sale. But it still don't beat being a Veternarian.
3) They weren't ready for the students, that is my biggest complaint they never let me get involved with the things going on. They let me vaccume the floor! I really only lurned anything from the owner, who told me about store procedure.
4) The Ogden City Recreation Department was the least interesting because they didn't give anything to do.

MORGAN HIGH SCHOOL

1) J.C. Penny it was so dumd noting to do
2) Stepping Stones was boring. I did nothing but draw advertising posters.
3) White Motors: because all I did was file papers all day.
3) My least interesting experience was when I went to the Weber Print Shop. There was four of us there and at the first just before lunch we sat and watched the printing machine go around and around. We had a tour when we first got there but we just sat and stared until lunch. None of us went back to that sight.

B. Parent Opinions of the EBCE Program

Ivan D. Muse
C. Garn Coombs
October, 1978

B. PARENT OPINIONS OF THE EBCE PROGRAM

The parents of those students involved in the EBCE program were contacted and given a questionnaire to complete. The questionnaire sent to parents contained 11 items regarding their son or daughter's progress in the EBCE program. To determine if any sizable differences in parent opinion existed between fall and winter semesters, two schools (Bonneville and Weber) were given parent questionnaires both semesters. Twenty seven parents responded from Bonneville school attendance over fall semester and 12 parents during winter semester. At Weber High School nine parent questionnaires were recorded fall semester and 41 winter semester. Roy High School returned 28 parent questionnaires and Morgan High School had 15 returns.

QUESTION 1

"Do you feel that your son or daughter's experience has been of value?" Responses were varied but the largest number fell in the "Quite A Bit" and "Much" areas. Eighty one percent of the respondents checked these two categories. Seventeen percent felt that their children had gained little. This information is reported in Table 43.

TABLE 43

VALUE OF PROGRAM TO SON OR DAUGHTER

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
BONNEVILLE HIGH SCHOOL (Fall)	0	4	16	7	0	27
BONNEVILLE HIGH SCHOOL (Winter)	0	1	8	3	0	12
ROY HIGH SCHOOL	0	7	12	8	2	25
WEBER HIGH SCHOOL (Fall)	0	2	3	4	0	9
WEBER HIGH SCHOOL (Winter)	1	7	17	15	1	41
MORGAN HIGH SCHOOL	0	1	13	1	0	15
TOTAL	1	22	69	38	2	132
PERCENT	.07	17	52	29	1	100

QUESTION 2

"What particular grade level of student might best benefit from the EBCE experience?"

The respondents were given as choices for marking their response each grade level in high school (9-12). One choice permitted the respondents to indicate that the grade level doesn't really matter. As most students in the EBCE are 9th graders, this question was designed to determine if parents felt that another grade level would be more

suitable to this type of program. The responses were varied with 32 percent of the responses favoring the 10th grade. Fifteen percent indicated that the grade level doesn't really matter. The response to this question is found in Table 44.

TABLE 44

GRADE LEVEL BEST SUITED FOR EBCE

Grade Level	Responses	Percentage
9th Graders	17	13
10th Graders	46	37
11th Graders	31	25
12th Graders	13	10
Level Doesn't Matter	19	15
TOTAL	126	100

QUESTION 3

"How much has your son or daughter talked to you about their participation in the program?"

In many instances students do not relate much that happens at school to their parents. Therefore, it was felt that if the students were talking to their parents about EBCE, it would be exerting some influence or positive feeling

about the world of work. It was interesting to note that 90 percent of the respondents indicated that their children talked to them very much or frequently about the EBCE program. Only two percent said that their children never talked to them about the program. This information is reported in Table 45.

TABLE 45

PARENT/STUDENT DISCUSSIONS OF EBCE

Schools	Very Much	Frequently	Seldom	Practically Never	Total Number
BONNEVILLE HIGH SCHOOL	5	4	2	1	12
WEBER HIGH SCHOOL	19	23	4	0	46
ROY HIGH SCHOOL	7	13	2	1	23
MORGAN HIGH SCHOOL	10	5	0	0	15
TOTAL	41	45	8	2	96
PERCENT	43	47	8	2	100

QUESTION 4

"How much progress has your son or daughter made in developing attitudes and behaviors appropriate to the world

of work (dependability, attendance, personal appearance, etc.)?"

This questions was considered to be extremely important because attitudes and behaviors at work, to a large degree, influence worker success and happiness. Seventy four percent or 78 of the parents reporting felt that their children had gained "Quite A Bit" or "Much" in this area. Twenty four percent (25 respondents) felt that their children had gained little. Parent response to this question may be found in Table 46.

TABLE 46

PROGRESS IN DEVELOPING
APPROPRIATE WORK ATTITUDES AND BEHAVIORS

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
BONNEVILLE HIGH SCHOOL	0	2	7	2	1	12
ROY HIGH SCHOOL	0	10	15	3	0	28
WEBER HIGH (Fall)	0	2	5	2	0	9
SCHOOL (Winter)	0	10	24	7	0	41
MORGAN HIGH SCHOOL	0	1	8	5	1	15
TOTAL	0	25	59	19	2	105
PERCENT	0	24	56	18	2	100

QUESTION 5

"Do you feel that your child has become better able to determine career preferences through his or her experience in the program?"

Thirty four parents (38%) indicated that their children had become "Quite A Bit" better able to make career preferences. This was followed by 26 parents or 29% of the parent group reporting indicating their children to be much better able to determine career preferences. One fourth (24%) of the parents felt students to have only gained "Little" in this area. Perhaps this latter figure is due to sophomore students not actually being ready at such a young age to make such occupational choices. Most of these students are not yet 16 years of age and undoubtedly have not even held steady jobs. Table 47 reports the information gained from this question.

TABLE 47

ABILITY TO DETERMINE CAREER PREFERENCES

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
BONNEVILLE HIGH SCHOOL (Fall)	1	7	13	4	2	27
BONNEVILLE HIGH SCHOOL (Winter)	0	2	5	4	0	11
ROY HIGH SCHOOL	1	11	9	7	0	28
WEBER HIGH SCHOOL (Fall)	0	1	3	4	1	9
WEBER HIGH SCHOOL (Winter)						
MORGAN HIGH SCHOOL	1	1	4	7	2	15
TOTAL	3	22	34	26	5	90
PERCENT	3	24	38	29	6	100

QUESTION 6

"How much progress has your son or daughter made in developing ability to tell what workers do in the several occupational areas visited during the semester?"

Parents felt that the program had been very successful in this area. Eighty one percent indicated that their children had made quite a bit to much progress in telling what workers

do. Only one person out of 127 reported that their child had made no progress. This information is reported in Table 48.

TABLE 48

ABILITY TO TELL WHAT WORKERS DO

School	Much Progress	Quite A Bit	Little Progress	No Progress	Don't Know	Total Number
BONNEVILLE HIGH SCHOOL (Fall)	3	20	2	0	2	27
BONNEVILLE HIGH SCHOOL (Winter)	3	8	0	0	1	12
ROY HIGH SCHOOL	5	12	8	0	2	27
WEBER HIGH SCHOOL (Fall)	4	3	2	0	0	9
WEBER HIGH SCHOOL (Winter)	8	24	5	1	1	39
MORGAN HIGH SCHOOL	6	7	0	0	0	13
TOTAL	29	74	17	1	6	127
PERCENT	23	58	13	.08	4	100

QUESTION 7

"How much progress has your son or daughter made in developing ability to explain the steps necessary to enter a job, including the training and educational background needed?"

Seventy percent of the parents reporting indicated that their children had made "Much" to "Quite A Bit" of progress in ability to explain steps necessary to enter a job. Twenty four percent or 30 parents reported "Little" student progress in this area. This information may be found in Table 49.

TABLE 49

ABILITY TO EXPLAIN STEPS NECESSARY TO ENTER A JOB

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
BONNEVILLE HIGH SCHOOL (Fall)	0	6	13	5	3	27
BONNEVILLE HIGH SCHOOL (Winter)	0	2	10	0	0	12
ROY HIGH SCHOOL	0	7	13	5	2	27
WEBER HIGH SCHOOL (Fall)	0	2	4	2	1	9
WEBER HIGH SCHOOL (Winter)	0	12	21	5	1	39
MORGAN HIGH SCHOOL	0	1	7	3	2	13
TOTAL		30	68	20	9	127
PERCENT		24	54	16	7	100

QUESTION 8

"List one or more occupational sites that you feel your son or daughter gained the most from attending."

The parents were asked to list from one to three sites that they felt to be most helpful to their children. In nearly every instance, parents listed at least three sites which would indicated that the students were receiving a number of worthwhile job experiences. The hospital and the veterinarian received the most comments regarding value to students. Thirty eight sites were mentioned by parents as being worthwhile sites for their children. This information is found in Table 50.

TABLE 50

MOST ENJOYABLE EMPLOYER SITE

Site	Times Selected	Site	Times Selected
Associated Vets	12	Beauty Shop	4
Exotic Pet Shop	2	Fire Department	2
Elementary School	8	Lawyers	4
ZCMI	5	Glass Company	2
Engineer	1	White Motor	4
Wolfe's Ski Shop	3	Lumber Company	1
Salt Lake Mineral	1	Radio Station	2
Hill Air Force Base	4	Forest Service	3
Police Station	3	Browning Arms	5
Hospital	17	Cutter Lab.	5
Dentist	4	Child Care Center	1
Barbering	1	Precision Built Homes	2
Airport	4	Utah Power and Light	1
Holiday Inn	4	Mountain Bell	3
G.S.L. Minerals	5	Ogden City Corporation	1
Print Shop	3	Skill Center	1
Banks	2	Florals	1
S.L. Beredicts	1	Computers	1
Ogden Travel	2	Williard Bay	1

QUESTION 9

"List one occupational site that you feel your son or daughter gained the least from attending."

Only a few sites received more than one or two least enjoyable checks. Interesting enough, some of the same sites appear on both the best liked (Table 50) and the least liked lists which would tend to indicate that preferences tend to differ widely among people. The list of least enjoyable sites is found in Table 51.

TABLE 51

LEAST ENJOYABLE EMPLOYER SITE

Site	Times Selected	Site	Times Selected
Elite Jewel Mart	2	Cutter Lab	3
White Motor	7	Roy Lumber	1
Airport	4	Architect	3
Forest Service	4	Occupational Therapy	1
ZCMI	3	Music Land	3
Travel Agency	2	Shaver Mart	2
Bawn	3	Holiday Inn	1
Hill Air Force Base	3	Moyes Glass	2
Ramada Inn	3	Stepping Stone Modeling	1
J.C. Penneys	4	Sun Chronical	1
WSC Costumes/Design	1	Bank	3
Print Shop	2	Barber School	1
Floral	1	Weber County Eng.	1
Sunsel Sport	1	Nurserys	2
Veterinary	2	Utah Power and Light	1
Wolfe's Sport	1	Ogden City Rec.	2
S.L. Mineral	1	Electronics	1
Pet Shop	1	Browning Arms	1

SUMMARY

Parents were positive in their support of the EBCE program. Students appear to be discussing their involvement in the program to a considerable extent with parents. Parents also feel that their children are much better able to indicate career preferences and can for the most part tell what workers at the sites do. The variety and number of site locations available for student assignment is adequate for the number of students. Parents indicate that many locations are found to provide an enjoyable experience for their children.

C. Site Coordinator

Ivan D. Muse
C. Garn Coombs
October, 1978

C. SITE COORDINATOR OBSERVATIONS

Those employers providing experiences for EBCE students during the school year 1977-78 were asked to complete a questionnaire regarding their participation in the EBCE program. Thirty seven questionnaires were sent to the most frequently involved employers and thirty seven questionnaires were returned. The employers were provided with questionnaries following the last student visit to the sites in May, 1978. The employers, therefore, had had exposure to students at least one full semester and in every instance both fall and winter school semesters. Employers completing questionnaires listed the positions with the titles found in Table 52.

TABLE 52

EMPLOYERS LISTING OF POSITION TITLES

Position	Number of Sites Reporting
Business Owner	6
Instructor	1
School Principal	1
School Generalists	3
Auto Parts Manager	1
Store Manager	3
Company Vice President	1
Store Assistant Manager	2
Store Personal Manager	5
Youth Challenge Program Director	1
Parts Superintendent	1
Dentists	2
Customer Service Manager	1
Store Department Manager	1
Military Base Director of Maintenance	1
Company Warehouse and Shipping Supervisor	1
Division Accountant Manager	1
Veternarian	1
School Cosmotology Director	1
Store Accountant Manager	1
Director of Microbiology Laboratory	1
Motel House Keeper	1
Editor of Newspaper	1

The employer questionnaire requested information regarding student attitude, program purposes and school organization in participating in EBCE program. The data is presented as follows. In many instances the total number of employer coordinators reporting will not total 37. This is due to the employer coordinators leaving some items on the questionnaire blank.

QUESTIONNAIRE DATA

QUESTION 1

"What is your opinion of the EBCE project as an orientation toward program for high school students?"

Thirty six employer coordinators answered this question with 28 percent to 80 percent of them indicating the program to be above average to excellent. Seven respondents indicated an average rating and one respondent reported the program to have little value.

QUESTION 2

"Would you like to see this (EBCE) program continue?"

This question provided the respondent with a yes or no category in which to record an answer to the question. All 36 of the respondents reported that they would like to see the program continue. A random selection of reasons for such a response were given as follows:

1. It is a good opportunity for the high school student to actually see what is involved in a career.
2. A student can experience actually working at a job which may help in their decision making.
3. I think it is of value if the students are really interested in finding an enjoyable career.

4. It gives the young people an opportunity to explore career opportunities in a realistic on-the-job manner.
5. To enable students to have a wider knowledge of jobs that might be of interest to them when selecting a career.
6. Students are provided an opportunity to see what is in store for them in the future.
7. The benefits of this program are three-fold--School System, student, employers.

QUESTION 3

"Would you like to continue next year as an employer coordinator for the students in this program?"

Employer coordinators were again asked to respond either yes or no to this question. Twenty eight of the respondents checked the yes category and five coordinators checked the no category. One responded recorded a "maybe." Two respondents did not complete this item. The reasons given for the no responses and the maybe response were as follows:

1. We want to see how the summer goes for us as far as work goes and then we will respond as to whether we want the program to continue.
2. The work I have for the students to perform is

somewhat boring because the students are not with me long enough to do more complicated work. They, therefore, spend their time filing or researching.

3. Very little cooperation from department heads directly responsible for assisting students.
4. Students did not show enough enthusiasm for filing (not enough work in mail department on Wednesdays).
5. Our Youth Challenge Program is not being funded next year. However, the Senior Companion Program would like a student.
6. Because there is only one auxiliary person in my office and the work we do demands every second of our time. We don't have enough time to explain things properly.
7. The time period does not allow proper training of the students.

Some of the reasons given by coordinators who answered this question "yes" are as follows:

1. I think that it is a successful and motivating program.
2. Good exposure to the business field.
3. We like the program and coordinate it well into our operation.
4. Helps the school and the child.

5. We feel that it gives the student an indepth insight into the why, how, and because of business operations.
6. It's been successful for us.
7. I feel it gives the students an opportunity to choose a field or at least have some experiences in a couple of areas prior to going into their last two years of high school.
8. It has been a learning experience for the full-time people in my department.
9. Good experiences for the students.
10. Practical experiences for students as well as a civic duty.

QUESTION 4

"What problems have you experienced with this program?"

This question was posed in a negative sense to solicit both good and negative responses from the coordinators. The EBCE personnel feel that the results of this question, if honestly answered, can be of further help in continually upgrading the program operation.

To categorize reponses to this question, a check list was presented listing eight possible program difficulties. More than one category could be checked. The respondents could indicate by each category one of the following levels

of problem concerns: No Problems, Some Problems, Considerable Problems. Most responses fell in the "No Problems" problem level. A number of responses were recorded in the "Some Problems" problem level for the categories of "The Students," "The Procedure for Developing Activities" and the "Procedure for Scheduling Students to Activities." The categories of "The Procedure for Monitoring Students," and the services rendered by the project staff were seen as having the fewest problems. The results of this question are reported in Table 53.

TABLE 53

PROBLEMS WITH PROGRAM

	No Problems		Some Problems		Considerable Problems		Total Response
The Students	19	53%	16	44%	1	3%	36
The Time Sequence	25	69%	9	25%	2	6%	36
The Procedure for Developing Activities	21	58%	14	39%	1	3%	35
The Prccedure for Assigning Students to Activities	25	69%	10	28%	1	3%	36
The Procedure for Scheduling Students to Activities	24	67%	9	25%	3	9%	36
The Procedure for Monitoring Students	29	81%	6	17%	1	3%	36
The Prccedure for Evaluating Student Performance	26	72%	9	25%	1	3%	36
The Services Rendered by the Project Staff	31	86%	5	14%	0	0%	36
TOTAL	200	69%	78	27%	10	3%	288

QUESTION 5

"How many of the students who came to your site gained a real insight into the operation of the business?"

Thirty four responses were marked for this question. Realizing that in some instances students can be mismatched with a business or that students may not find a location to be desirable, it was surprising to note the number of favorable responses to this question. The previous year's report summary (November, 1977) also recorded this type of positive response. Of the group responding, 26 reported that at least half or more of the EBCE students gained insight into their program operation. Seven respondents reported just a few gained insight and one coordinator reported that none of the students gained anything in their program. Those who reported that they would not like to continue as an employer ccordinator for the next year (Question 3), tended to report little benefit for students in this question. The information regarding this question is reported in Table 54.

TABLE 54

NUMBER OF STUDENTS WHO
GAINED INSIGHT INTO BUSINESS

Category	Number of Responses	Percentage
None	1	3
Few	7	21
Half	10	29
Most	12	35
All	4	12
TOTAL	34	100

QUESTION 6

The site coordinators were asked to rate the performance of EBCE personnel and the characteristics of students participating in the program. For each category, checks could be placed for excellent to unsatisfactory. In the four items dealing with personnel, no rating was given an unsatisfactory. The category, "Organization of the School," was given an "Excellent" to "Above Average" rating by 94 percent or 33 of the 35 responding to the item. Likewise, the employer site coordinators felt that their "Relationship with the School District Personnel" to be "Above Average" to "Excellent." Thirty two or 91 percent of the coordinators experienced this positive relationship with the school

EBCE personnel. Eleven percent or four site coordinators felt that their knowledge of program objectives needed to improve.

In relation to students, the site employers felt the following:

1. Seventy eight percent of the responses felt student attendance to be "Above Average" to "Excellent."
2. Eighty two percent of the respondents felt that student dependability was "Above Average" to "Excellent." Interesting enough, appearance was seen as "Above Average" or "Excellent" by 78 percent or 28 of the 35 site employers.

The employers would have preferred more initiative on the part of the students. Forty six percent of the responses indicated this area to be average and 14 percent (5 employers) said that student initiative needed to improve. This information may be found in Table 55.

TABLE 55

SITE COORDINATORS EVALUATION

Personnel	Excellent		Above Average		Average		Needs To Improve		Not Satisfactory	
Organization of School District for EBCE Program	23	66%	10	28%	2	5%				
Your Relationship with School District Personnel	26	74%	6	15%	3	9%				
Scheduling of Students to Your Site	15	43%	11	31%	7	20%	2	6%		
Your Knowledge of Program Objectives	12	34%	11	31%	8	23%	4	11%		
Students										
Attendance	11	31%	17	46%	4	11%	3	9%		
Dependability	11	31%	18	51%	6	17%				
Initiative	7	20%	7	20%	16	46%	5	14%		
Involvement	8	23%	8	23%	16	46%	3	9%		
Relations with Others	10	28%	14	40%	9	26%	2	5%		
Appearance	11	31%	17	46%	6	17%				
Interest in Your Operation	5	14%	12	34%	14	40%	4	11%		
Maturity	3	9%	13	37%	16	46%	3	9%		

D. Teacher Attitude Survey

Ivan D. Muse
C. Garn Coombs
October, 1978

A. TEACHER ATTITUDE SURVEY

A large number of teachers in the three Weber County School District high schools and the Morgan County High School had EBCE students in their academic classes during the 1977-78 school year. Of this number, a particular teacher may have only had one EBCE student while another teacher may have had as many as ten students. A random sample of teachers from the three Weber high schools and the Morgan high school were selected to complete a Teacher Attitude Survey regarding their feelings about the EBCE program.

The EBCE program as developed in the project area, is dependent to a large degree, upon the support of the teachers. Whereas students sign up for the program independent of teacher recommendation, the students are still assigned to regular academic courses. As the students enroll in classes, the teachers are informed that it will be necessary for them to permit EBCE students to be excused from class two days each week. In addition, they are to help students make up missed work and keep in step with new EBCE students in the classes. It was felt that teacher response to the survey would be a good indication of the well being of the program. In essence, an unhappy teacher will tend to not support a program no matter how much value it may have for students.

Survey Questions

The teachers were asked in question number one, to list the number of EBCE students that they taught during the day and to indicate whether their academic performance and attitude became better, stayed the same, or became poorer. The academic performance of 133 students was reported. It must be emphasized that in a number of instances, separate teachers will be reporting on the same students who attend their classes. Thus, 133 student reports does not mean 133 individual students. Of this number, 29 or 22 percent of the students displayed improved grades during the semester. An equal percentage (22%) and 28 students, performed poorer during the semester.

In terms of attitude change, it was found that 11 percent or 14 students had a poorer attitude. Twenty nine students (22%) increased in attitude in a positive manner. Sixty seven percent of the students (89 students) remained the same. By far, the students tend to remain the same in terms of attitude and academic performance. It was noted, however, that attitude tends to improve rather than become poorer. This information is reported in Table 56.

Table 56

Academic Performance and Attitude of Students

	Academic Performance				Attitude			
	Better	Same	Poorer	TOTAL	Better	Same	Poorer	TOTAL
Students #	29	75	28	133	29	89	14	133
Students %	22	56	22	100	22	67	11	100

Question 2

"Did the EBCE students in your classes cause you difficulty in planning coursework?"

The categories for this question were "Very Much So," "Somewhat," "Not More Than For Any Student," and "Little Difficulty." Forty three responses were received for this question. Thirty five percent of 15 teachers reported that they experienced no more difficulty than for any students. Ten teachers or 28 percent of those reporting said that they had some difficulty. The results are surprising because in most instances the teacher would have to alter instructional strategies to compensate for students missing class on Tuesday or Wednesday. Perhaps where the teacher only has one or two students in class, the classroom routine would not have to be changed to any extent. This information is reported in Table 57.

Table 57

Coursework Planning Difficulty

Student	Much	Some	Categories of Difficulty: No More Than For Any Student	Little	TOTAL
Number	3	10	15	15	43
Percent	2	28	35	35	100

As part two of question two, the teachers were asked to indicate what aspects of the EBCE program created the most difficulty for them in the classroom. The following responses were received.

1) Students expect me to come to them and give them the missing assignments rather than them coming to me.
2) I have to be careful about the days on which I give tests.
3) Students missing when you are going over material that needs alot of explanation--and also inability of students to get missed assignments in.
4) None.
5) This term I required daily assignments. I will probably exempt EBCE from daily assignments next term.
6) Attempting to go back over the material they missed while out on EBCE.
7) None. As long as their numbers are small.

8) I have large classes and there is alot of time involved in signing all their papers and constantly having to give progress grades annoys me.

9) Difficulty in team sports when person is absent.

10) Remembering dates the students are to be excused.

11) Test arrangements.

12) Students with ab. problems have great difficulty because of increased abs.

13) Having the students gone on different days. When you have some students out two days out of five, even though they are not the same students, you don't have enough time with the entire class.

14) Making sure that I kept up in making assignments and giving clear instructions. Most teachers are to blame for problems. Students are no more willing, in most all cases, to make up work. It's our attitude towards the program rubbing off on the kids.

15) The student missing instructions (lecture)

16) Remembering he was out that particular day for roll book.

17) Make up for the student not only for the scores missed, but also for the discussion material missed.

18) Make up work and make up tests.

19) There's no way a student can effectively make up lecture and class discussion missed on the days he is absent.

20) I was able to give the assignments to the students with no problems.

21) Getting items to and from Mrs. Ross and following through on what happens there.

Even though students are told they don't have to make up the work, there are some things that they miss which they really need to know. We should teach things valuable to a students life--not just valuable until the test is over. It is hard to go back and re-teach some of these things.

22) Knowing when the student is out of school for EBCE related activities.

23) My class is a laboratory experience class. When someone missed it--for whatever reason--it takes extra effort on my part to provide the opportunity for him to make up the work--because I need to get materials out for the student.

24) Students sometimes took too long getting the work they had missed turned in.

25) The fact that some students were gone two days of each week from a class with other activities.

Question 3

"Did you use the EBCE student as a resource person in your class for any discussion, presentation, or other type of activity?"

The teachers do not use the EBCE students as a resource

person in their classrooms to any large degree. Perhaps they feel the students do not need such opportunities or they are too busy with their own academic coursework. It may be also that they are not quite sure of how to use these students on a regular basis for discussion purposes. In any event, of 32 teachers answering this question, 24 reported that they did not use the EBCE student. Two teachers indicated that they frequently used the students and six teachers indicated that they used them but infrequently.

Question 4

"How do you feel about the EBCE program and its value to the education of youth?"

Thirty one teachers responded to this question. Eleven of the teachers said that the program was very valuable. Seventeen teachers reported that the program had some value. Three teachers indicated that the program had little value.

Question 5

"Do you feel this program is better suited to a particular group of students?"

The teachers were asked to indicate the student groups that they most felt would be benefitted by this program.

This question was designed to ascertain if teachers have any particular biases about who is best helped by EBCE. Forty one checks were made by the groups listed. Some teachers checked more than one group. The survey found the following: (1) All Students = 21 responses; (2) College Bound = 2 responses; (3) Non-College Bound = 13 responses; (4) Drop-Out Students = 5 responses.

As reported, the majority of teachers responding to this question feel that the program best benefits all students. A preference of 13 teachers was that of EBCE for the non-college bound.

Question 6

"How often did you come in contact with the academic resource person and counselor to discuss student problems?"

Thirty eight teachers responded to this question. Six of the teachers reported that they met with the academic resource person often. Nineteen teachers said that they met infrequently and thirteen teachers reported that they never met.

Contact with the counselor was similiar. Six teachers reported that they met often with the counselor. Twenty one teachers met infrequently and eleven teachers never met with the counselor. It must be remembered that lack of contact may not be considered as negative. If students are not in academic difficulty, contact will not be necessary.

SUMMARY

Teacher response to the EBCE program is positive. The added day per week that EBCE students are at site locations had posed additional problems for some teachers but is not seen as a very difficult problem. Teachers seem to adjust well to scheduling changes if they basically agree with the programs offered. Most of the teachers felt the program to be of value to students.

E. Grade Patterns of EBCE Students

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October, 1978

E. GRADE PATTERNS OF EBCE STUDENTS

Grades of students may fluctuate during a school year. It might be expected, that during the EBCE semester a student's academic grades would tend to drop. This would be due to the involved students spending one day each week visiting sites. The academic teacher has the basic problem of working with two groups of students in class. A large group of non-EBCE students, and those students in class who are in EBCE and must miss class one day each week. Thus far, student attitude seems to be positive. New teachers at the school have been informed of the nature of the program. Teachers familiar with the program have also been reoriented. However, in the final analysis, the teacher decides upon the grade which must reflect student effort and in particular the EBCE students desire to make up missed work.

Thus, grading patterns of program students are a concern of the EBCE staff. It is hoped by school officials that grades will not be lower because of the added pressure placed upon EBCE students. By analyzing the school year grade patterns of the EBCE students, it is possible to determine if grades have stayed constant or if variations are noted.

Methodology

The first and second semester grades of each student in the EBCE program were obtained for the 1977-78 school year. The English course taken by each student was studied to determine grade consistency. English is required of all 9th grade students. Therefore it was possible to observe the two semester grades in English for each student. A numerical point value was assigned to each grade. The numerical scores were used to determine first and second semester grade increases or decreases. A simple sign test was also used to determine if the increases (+) or minuses (-) in grades from semester to semester were significant. In addition, semester grade point averages of all courses for each student were tabulated. The results of the grade pattern investigation are reported in this section by school.

EBCE Student Grade Reports

BONNEVILLE HIGH SCHOOL

During the Fall semester, 1977, a total of 41 students completed the EBCE program. The grades received by their students in English was compared with the grades that they received in Engish the second semester (Winter) 1978. The first semester (Fall) 1977, grade average was B-. The second semester grade average was C+. Thus, students tended to do better the semester that they were in EBCE.

The grade change was not excessive and was considered unimportant. This information is reported in Table 58.

The Fall EBCE student semester grade point average for all courses was also analyzed and compared by semester to determine grade differences. During the EBCE semester for the students, the total student G.P.A. was 2.73 (B-). The second semester G.P.A. was 2.59 also a B- grade average. From first to second semester, 23 grade point averages increased and 12 decreased. Six student G.P.A. scores remained the same. These results are shown in Table 59.

Students at Bonneville High School who were enrolled in EBCE the second semester (Winter) 1978 had semester grade comparisons made for English classes. Twenty eight student scores were reported. During the EBCE semester the grade average for the students was a C+. Their first semester grade report was a B-. Thus, the student letter grade dropped a small amount. This information is reported in Table 60.

The grade point averages (G.P.A.) for all courses for these students was 2.76 or B+ during the second semester. The first semester G.P.A. was 2.85 with a grade equivalent of B+. This information is reported in Table 61.

In contrast to the above EBCE student groups, the grades of a randomly selected control group was also considered. For English classes the second semester students

received a composite grade of B. The first semester grades in English were B-. The total G.P.A. of these students for all of their classes was also computed. The G.P.A. for second and first semesters were 2.74 (B-) and 2.63 (B-) respectively. The grade averages may be observed as remaining practically similiar both semesters. These results are shown in Tables 62 and 63.

TABLE 58

SEMESTER GRADE REPORT (ENGLISH)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	*1st Sem. Grade	Average	2nd Sem. Grade	Average
1	M	D+		B	
2	M	C		B	
3	F	A		A	
4	F	B		B+	
5	F	B+		B+	
6	F	C		A-	
7	F	B		C+	
8	F	C+		D	
9	F	C+		B-	
10	M	A-		B+	
11	M	C		C+	
12	M	C-		D+	
13	F	A-		A-	
14	F	B-		B	
15	F	A-		B	
16	M	B		B-	
17	M	C-		D	
18	M	D+		C-	
19	F	C+		D+	
20	M	D+	B-	D	C+
21	M	B		C-	
22	F	C+		C	
23	F	B+		A	
24	F	B+		B-	
25	M	C		D+	
26	F	C+		D	
27	F	A-		A	
28	F	A-		A-	
29	F	A-		A	
30	M	C-		C+	
31	F	B+		B	
32	F	C		B-	
33	M	C-		C	
34	F	C+		D-	
35	M	C		D+	
36	M	C		C	
37	F	D+		C-	
38	F	D+		A-	
39	M	B+		A-	
40	M	C-		D+	
41	F	A-		B+	

* Semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 59

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	*1st Sem. GPA	Average	2nd Sem. GPA	Average
1	M	2.2		3.0	
2	M	2.1		1.7	
3	F	4.0		INC	
4	F	3.2		3.5	
5	F	3.1		3.2	
6	F	3.3		3.5	
7	F	3.6		3.1	
8	F	3.1		2.2	
9	F	3.4		3.4	
10	M	3.0		1.8	
11	M	3.2		2.6	
12	M	2.4		2.2	
13	F	3.1		3.2	
14	F	3.2		3.4	
15	F	3.4		3.0	
16	M	2.9		3.0	
17	M	2.0		2.0	
18	M	2.1		2.1	
19	F	1.5		.7	
20	M	2.6	2.73	2.1	2.59
21	M	2.5		2.5	
22	F	2.7		2.3	
23	F	2.7		2.3	
24	F	3.5		2.6	
25	M	2.0		1.4	
26	F	2.8		INC	
27	F	3.8		3.9	
28	F	3.8		3.8	
29	F	3.9		3.9	
30	M	2.3		1.9	
31	F	3.9		3.6	
32	F	3.0		3.0	
33	M	2.5		2.6	
34	F	3.1		1.6	
35	M	1.5		1.4	
36	M	2.7		2.9	
37	F	2.3		1.9	
38	F	2.5		2.6	
39	M	2.8		2.3	
40	M	2.5		1.6	
41	F	3.6		3.8	

* 1st Semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 60

SEMESTER GRADE REPORT (ENGLISH)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	1st Sem. Grade	Average	*2nd Sem. Grade	Average
1	M	C		C+	
2	M	B-		D+	
3	F	A-		B	
4	F	C		F	
5	M	C-		C-	
6	M	C		D-	
7	M	B+		A	
8	F	A		A-	
9	F	A-		B+	
10	F	A-		B	
11	M	D-		F	
12	F	A-		C+	
13	M	D+		F	
14	F	F	B-	C	C+
15	F	B+		B-	
16	M	C-		C-	
17	M	A		B	
18	F	A		A	
19	M	B		C	
20	F	A		A	
21	F	B+		C+	
22	F	B+		A-	
23	F	D		D	
24	F	D+		D+	
25	M	C+		C	
26	M	A-		A	
27	F	A		C	
28	F	A		B+	

*Second semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 61

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	1st Sem. GPA	Average	*2nd Sem. GPA	Average
1	M	2.6		3.1	
2	M	3.0		3.0	
3	F	3.2		3.2	
4	F	2.1		1.5	
5	M	2.2		2.2	
6	M	2.3		1.2	
7	M	3.5		3.8	
8	F	3.8		3.6	
9	F	3.9		3.8	
10	F	3.4		3.2	
11	M	3.4		3.9	
12	F	3.6		2.9	
13	M	1.7		1.3	
14	F	1.0	2.85	1.7	2.76
15	F	3.5		3.2	
16	M	2.0		2.6	
17	M	3.1		3.1	
18	F	3.3		3.1	
19	M	3.3		2.8	
20	F	3.6		3.5	
21	F	3.0		2.4	
22	F	2.7		3.0	
23	F	1.8		2.1	
24	F	2.1		2.0	
25	M	2.2		3.6	
26	M	3.6		3.6	
27	F	3.2		2.4	
28	F	2.3		2.8	

*Second semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 62

SEMESTER GRADE REPORT (ENGLISH)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	1st Sem. Grade	Average	2nd Sem. Grade	Average
1	M	B-		B-	
2	M	C+		C+	
3	F	D		C+	
4	F	C-		D+	
5	M	D+		B+	
6	M	C		C-	
7	F	C		A-	
8	M	A-		A	
9	M	D+		C	
10	F	D		D-	
11	M	D		A	
12	M	A		A	
13	F	A	B-	A	B
14	F	B-		B+	
15	F	B+		B+	
16	F	B+		A-	
17	F	D		D	
18	M	C		B+	
19	M	A-		A	
20	M	A-		B-	
21	M	C+		A-	
22	F	A		A	
23	F	D+		D+	
24	M	B+		A-	
25	F	B+		A-	
26	F	C		C+	

Control Group

TABLE 63

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
BONNEVILLE HIGH SCHOOL

Student Nr.	Sex	1st Sem. GPA	Average	2nd Sem. GPA	Average
1	M	2.1		2.2	
2	M	1.7		2.4	
3	F	1.6		1.7	
4	F	2.1		1.7	
5	M	1.8		2.1	
6	M	1.9		2.1	
7	F	2.2		3.2	
8	M	2.9		3.5	
9	M	1.1		2.7	
10	F	2.0		.8	
11	M	4.0		4.0	
12	M	3.6		3.6	
13	F	3.1	2.63	3.2	2.74
14	F	3.2		2.9	
15	F	2.8		2.9	
16	F	3.3		3.0	
17	F	1.7		1.5	
18	M	2.9		3.0	
19	M	3.9		3.8	
20	M	3.5		3.2	
21	M	2.4		3.0	
22	F	3.7		3.6	
23	F	1.7		2.1	
24	M	3.6		3.6	
25	F	3.2		3.0	
26	F	2.3		2.6	

Control Group

ROY HIGH SCHOOL

Thirty students were in the Roy High School EBCE program during the first semester. The semester grade report for all students for English was C+. The second semester grade was B-. Nine grades decreased a small amount from first to second semester while 13 grades improved. Eignt grades remained the same during this period of time. This information is reported in Table 64.

The total semester grade point average (all courses) was 2.8 or a grade equivalent of B-. For second semester the G.P.A. was a 2.8 and a B- equivalent. Table 65 contains this information.

During the second semester, 32 students were enrolled in EBCE. The second semester grade report for all students for English was C+. The first semester grade was B-. Thus, students first semester, when not in the EBCE, scored an average grade of B-, which was slightly better than the EBCE semester of C+. This information is reported in Table 66.

Table 67 contains information regarding second semester grade point averages for all courses. The EBCE G.P.A. for second semester was 2.7 or a grade equivalent of B-. The first semester G.P.A. was similar at 2.8 or a grade equivalent of B-.

TABLE 64

SEMESTER GRADE REPORTS (ENGLISH)
ROY HIGH SCHOOL

Student Nr.	Sex	*1st Sem. Grade	Average	2nd Sem. Grade	Average
1	F	C-		C	
2	M	D+		D+	
3	F	C+		C+	
4	F	B		B-	
5	M	A		A	
6	F	B+		B	
7	M	C		C+	
8	F	A		A	
9	F	B-		B	
10	M	D		D-	
11	M	B-		C	
12	M	C		B-	
13	M	C-		C	
14	M	D-	C+	B+	B-
15	M	B-		C-	
16	F	A-		A	
17	M	B+		B+	
18	F	A		A-	
19	F	A		B+	
20	M	C+		D+	
21	M	A		A	
22	M	B+		C+	
23	M	D+		D	
24	F	B+		A	
25	F	A-		A-	
26	M	C		D+	
27	M	D+		D+	
28	M	D+		C-	
29	M	B		B-	
30	F	A-		B	

* 1st Semester of school year 1977-78 was the period of time the students were enrolled in EBCE.

TABLE 65

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
ROY HIGH SCHOOL

Student Nr.	Sex	*1st Semester GPA	Average	2nd Semester GPA	Average
1	F	2.6		1.8	
2	M	1.8		2.1	
3	F	3.0		2.6	
4	F	2.8		2.9	
5	M	4.0		3.9	
6	F	3.5		3.1	
7	M	2.4		3.0	
8	F	3.4		3.2	
9	F	2.3		2.9	
10	M	1.9		2.2	
11	M	2.8		2.6	
12	M	2.4		2.7	
13	M	3.1		2.8	
14	M	1.5		2.3	
15	M	2.7	2.8	2.8	2.8
16	F	3.8		3.9	
17	M	2.8		2.7	
18	F	3.5		3.3	
19	F	3.7		3.8	
20	M	3.1		2.8	
21	M	3.8		3.9	
22	M	3.2		3.3	
23	M	2.1		2.2	
24	F	3.6		3.5	
25	F	3.7		3.5	
26	M	2.3		2.4	
27	M	2.6		2.6	
28	M	2.6		1.3	
29	M	2.9		2.8	
30	F	2.5		3.0	

* 1st semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 66

SEMESTER GRADE REPORTS (ENGLISH)
ROY HIGH SCHOOL
Control Group

Student Nr.	Sex	1st Sem. Grade	Average	2nd Sem. Grade	Average
1	F	B+		B-	
2	F	D-		D-	
3	F	B		B-	
4	F	B+		B-	
5	F	B+		A	
6	F	B+			
7	F	B		C	
8	F	B+		B+	
9	M	D		C-	
10	F	B-		B-	
11	F	B+		B+	
12	F	C+		C	
13	M	B+		C+	
14	M	B-		B	
15	F	B+	B-	B	C+
16	M	D+		D	
17	F	A-		C	
18	F	A		A-	
19	F	C+		B-	
20	M	D+		D	
21	F	A		A	
22	F	B		C	
23	M	B-		C+	
24	M	B+		B	
25	M	C+		C-	
26	M	C		D+	
27	M	B-		B+	
28	M	C+		C	
29	M	B-		C-	
30	F	B		C-	
31	F	A		A	
32	F	B-		C	

TABLE 67

SEMESTER GRADE POINT AVERAGES (ALL COURSES)
ROY HIGH SCHOOL
Control Group

Student Nr.	Sex	1st Semester GPA	Average	2nd Semester GPA	Average
1	F	3.2		3.2	
2	F	1.5		.5	
3	F	2.9		2.5	
4	F	3.0		3.2	
5	F	3.5		3.8	
6	F	3.3		3.1	
7	F	3.2		3.2	
8	F	3.3		3.4	
9	M	1.6		2.2	
10	F	3.0		3.1	
11	F	2.6		3.0	
12	F	3.1		3.2	
13	M	3.6		3.4	
14	M	2.4		3.3	
15	F	3.4		3.3	
16	M	1.9	2.8	2.0	2.7
17	F	3.6		2.9	
18	F	3.5		3.5	
19	F	3.0		3.1	
20	M	2.1		2.0	
21	F	3.7		3.9	
22	F	3.1		3.1	
23	M	2.3		2.8	
24	M	3.4		3.3	
25	M	2.6		2.4	
26	M	2.4		2.7	
27	M	1.4		2.2	
28	M	2.6		2.0	
29	M	1.9		2.3	
30	F	3.5		2.7	
31	F	4.0		4.0	
32	F	2.4		2.1	

WEBER HIGH SCHOOL

The English grades for EBCE students during the first semester was B-. The second semester score was also a B-. Grade changes from first to second semester showed 14 student grades decreasing slightly and 15 student grades increasing. Ten student grades remained the same. This information is reported in Table 68.

Table 69 contains data concerning semester grade point averages for all courses. The grade point average received by students first semester (EBCE semester) was a 2.9 or B equivalent grade. The second semester was the same. The G.P.A. scores averaged a 2.9 with a B equivalent grade. Thirty nine students were involved in this group.

The English grades for EBCE students during the second semester of the school year was a grade of C. The first semester grade average was slightly higher at C+. During this period of time ten students increased grade scores and 12 had a decrease in score. The scores remained the same for three. Table 70 includes this information.

Table 71 contains data concerning semester grade point averages for all courses. The grade point average for students second semester was 2.6 or a B- grade average. The first semester scores totaled a G.P.A. of 2.8 or a B- average. Both semester scores were practically the same.

The data for the Weber High School Control Group is reported in Tables 72 and 73. The semester grade point average was B- both first and second semester. The average for all courses was 3.1 or a grade equivalent of B second semester. First semester, the students in the control group had an average of 3.1 also resulting in an equivalent grade of B.

TABLE 68

SEMESTER GRADE REPORT (ENGLISH)
WEBER HIGH SCHOOL

Student Nr.	Sex	* 1st Sem. Grade	Average	2nd Sem. Grade	Average
1	M	B-		A-	
2	F	C+		C+	
3	M	C		B-	
4	M	C+		D+	
5	F	B+		C+	
6	M	B		C	
7	F	C-		B-	
8	M	C+		C+	
9	M	C		C	
10	M	D		C-	
11	M	C		D+	
12	F	A-		A-	
13	M	B-		A-	
14	M	D		D	
15	M	C+		D+	
16	F	B+		A-	
17	F	B		A	
18	F	D+	B-	A-	B-
19	F	B+		D+	
20	F	B		A-	
21	F	B-		D+	
22	F	C-		D+	
23	M	C+		D-	
24	M	F		C-	
25	F	B+		B	
26	M	B+		A-	
27	F	D		D	
28	F	A		A	
29	M	C-		C-	
30	M	C+		D+	
31	M	B+		B-	
32	F	A-		A-	
33	F	B		A-	
34	M	A		A	
35	F	B		A-	
36	M	C		D+	
37	F	A-		A	
38	F	A-		A	
39	M	D-		D+	

* 1st Semester of school year 1977-78 was the period of time that the students were enrolled in EBCE

TABLE 69

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
WEBER HIGH SCHOOL

Student Nr.	Sex	*1st Sem. GPA	Average	2nd Sem. GPA	Average
1	M	3.6		3.9	
2	F	2.8		2.8	
3	M	2.6		3.4	
4	M	2.8		2.7	
5	F	2.2		2.7	
6	M	2.7		2.9	
7	F	2.4		2.5	
8	M	3.0		3.2	
9	M	3.2		3.2	
10	M	2.8		2.7	
11	M	3.3		3.0	
12	F	3.6		3.6	
13	M	3.1		3.5	
14	M	2.0		2.3	
15	M	2.2		2.4	
16	F	3.6		3.7	
17	F	3.5		3.6	
18	F	3.0		3.7	
19	F	3.3	2.9	2.6	2.9
20	F	3.2		3.7	
21	F	3.0		2.0	
22	F	2.0		3.0	
23	M	2.5		2.2	
24	M	1.0		2.0	
25	F	3.4		3.5	
26	M	3.2		3.5	
27	F	1.9		1.2	
28	F	3.6		4.0	
29	M	2.6		2.0	
30	M	3.1		2.4	
31	M	3.1		3.2	
32	F	3.8		3.8	
33	F	3.3		3.4	
34	M	3.6		3.6	
35	F	3.0		3.0	
36	M	2.3		2.2	
37	F	3.8		3.7	
38	F	3.8		3.8	
39	M	2.4		1.3	

*1st Semester of school year 1977-78 was the period of time the students were enrolled in EBCE.

TABLE 70

SEMESTER GRADE REPORT (ENGLISH)
WEBER HIGH SCHOOL

Student Nr.	Sex	1st. Sem. Grade	Average	*2nd Sem. Grade	Average
1S	M	C-		D-	
2S	M	B		B+	
3S	F	B-		C	
4S	F	B		B+	
5S	F	A-		A	
6S	M	C+		C-	
7S	M	D		D-	
8S	M	C		D-	
9S	M	C-		C+	
10S	F	B+		B	
11S	F	D+		D-	
12S	F	C	C+	C+	C
13S	M	D-		D	
14S	M	C-		D-	
15S	M	D-		D+	
16S	M	B-		B+	
17S	M	A-		B-	
18S	M	C-		C	
19S	M	B		D-	
20S	F	B+		C-	
21S	M	D+		D-	
22S	M	B+		A+	
23S	M	F		C+	
24S	M	C		D-	
25S	M	B-		B+	

*2nd Semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 71

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
WEBER HIGH SCHOOL

Student Nr.	Sex	1st Sem. GPA	Average	*2nd Sem. GPA	Average
1S	M	2.3		2.3	
2S	M	3.3		3.6	
3S	F	2.2		2.4	
4S	F	3.5		3.4	
5S	F	3.8		3.6	
6S	M	3.4		3.1	
7S	M	2.4		2.5	
8S	M	2.8		2.4	
9S	M	2.7		2.8	
10S	F	3.5		3.2	
11S	F	2.1		1.2	
12S	F	3.0		3.0	
13S	M	1.8	2.8	1.6	2.6
14S	M	3.0		3.0	
15S	M	1.8		1.3	
16S	M	3.2		3.4	
17S	M	3.9		3.6	
18S	M	2.5		1.4	
19S	M	3.3		2.2	
20S	F	3.2		2.7	
21S	M	2.6		1.4	
22S	M	3.4		3.6	
23S	M	2.0		2.0	
24S	M	3.0		3.0	
25S	M	3.4		3.2	

*2nd Semester of school year 1977-78 was the period of time the students were enrolled in EBCE

TABLE 72

SEMESTER GRADE REPORT (ENGLISH)
WEBER HIGH SCHOOL

Student Nr.	Sex	1st Sem. Grade	Average	*2nd Sem. Grade	Average
1C	M	A		A	
2C	F	B-		C-	
3C	F	A		A	
4C	F	B+		C-	
5C	F	B		B+	
6C	M	B+		C-	
7C	F	C		B+	
8C	F	A-		B-	
9C	F	C		B+	
10C	M	C+		C-	
11C	M	B+	B-	B	B-
12C	M	D-		D	
13C	M	D		C+	
14C	M	C+		C-	
15C	M	C-		C-	
16C	M	A		A-	
17C	M	C		C+	
18C	M	A-		A+	
19C	F	A		A	
20C	M	A-		B-	
21C	M	B		B+	
22C	M	F		C+	
23C	F	C		C	

Control Group

TABLE 73

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
WEBER HIGH SCHOOL

Student Nr.	Sex	1st Sem. GPA	Average	2nd Sem. GPA	Average
1C	M	3.4		3.4	
2C	F	2.8		2.5	
3C	F	3.8		3.8	
4C	F	3.6		3.4	
5C	F	3.4		3.5	
6C	M	3.4		3.4	
7C	F	2.9		2.8	
8C	F	3.3		3.6	
9C	F	2.3		3.0	
10C	M	3.2		2.7	
11C	M	3.2	3.1	3.3	3.1
12C	M	2.3		1.5	
13C	M	2.6		3.0	
14C	M	3.2		3.2	
15C	M	3.2		3.1	
16C	M	3.7		3.7	
17C	M	3.0		2.9	
18C	M	3.8		3.9	
19C	F	3.9		3.8	
20C	M	3.7		3.6	
21C	M	2.9		3.4	
22C	M	2.1		2.5	
23C	F	2.7		2.6	

Control Group

MORGAN HIGH SCHOOL

Morgan High School submitted grade reports for those students who were enrolled in EBCE second semester. The total grade point average for that semester was 2.97 or a B grade equivalent. During the first semester, the G.P.A. was 2.83 or a grade equivalent of B-. The difference in G.P.A. scores between the two semesters was insignificant, although grades were slightly better during the EBCE semester. This information is reported in Table 74.

TABLE 74

SEMESTER GRADE POINT AVERAGE (ALL COURSES)
MORGAN HIGH SCHOOL

Student Nr.	Sex	1st Sem. GPA	Average	*2nd Sem. GPA	Average
1	M	3.5		3.7	
2	M	2.8		2.8	
3	F	2.9		2.8	
4	F	2.0		2.4	
5	F	3.2		3.1	
6	F	2.2		2.8	
7	M	2.9		2.9	
8	F	3.6		3.4	
9	F	1.8		1.9	
10	M	1.8		2.2	
11	M	3.3	2.83	3.5	2.97
12	F	3.6		3.6	
13	M	3.3		3.5	
14	F	3.9		3.5	
15	M	3.2		3.0	
16	M	2.5		2.2	
17	M	2.4		3.2	
18	F	2.6		3.0	
19	M	2.4		2.8	
20	F	3.6		3.5	
21	M	1.6		2.6	
22	F	3.2		3.3	

* 2nd Semester of school year 1977-78 was the period of time that the students were enrolled in EBCE

SUMMARY

First and second semester English grades and semester grade point averages for all courses were tabulated and compared to determine grade patterns. The grade changes from semester to semester in English classes indicated no significant fluctuations in grade. In most instances grade averages for the groups were constant from one semester to the other.

With the amount of time that EBCE students spent in their specialized career education program, it is rewarding to see that they can maintain grade standards. Regardless of the semester that students take EBCE, they continue to receive approximately the same grade levels each semester.

F. 1976-77 EBCE Student Followup

Ivan D. Muse
C. Garn Coombs
October, 1978

F. 1976-77 EBCE STUDENT FOLLOWUP

A total of 103 students who had participated in the EBCE program during the school year 1976-77 were contacted and asked to complete a post program student questionnaire. The purpose of this questionnaire was to receive information from students a year after they had been in the program to determine how they felt about the EBCE experience. Six questions were asked of these students.

Question 1

"How much value was the EBCE program to you?"

Ninety eight students responded to this question. Fifty percent of this group said that the EBCE program had been of considerable value. Only 10 percent of the students indicated that the program had been of little value. This information is reported in Table 75.

Question 2

"Since you were in the program, have you talked to others about your experience? Ninety six students of the 99 answering this question reported yes. This represents 97 percent of the total group. This information is reported by school in Table 76.

Question 3

"Have you used your EBCE program experience in any of your school work or course scheduling?"

This question served as a check against possible student desire to make all responses appear positive. Students taking this questionnaire would be only 11th graders and as such, wouldn't have too much opportunity to change course scheduling. It would be expected that too much use of EBCE experiences would not be evident. Eighty nine students answered this question. Sixty one percent of this group (54 students) reported that they had used their experiences a little. Five percent reported that they had used their experiences a lot. Thirty four percent had used the EBCE experience some of the time. This information is reported in Table 77.

Question 4

"Since your experience in the EBCE program, have you returned to any of the sites for any reason?"

The total number of students responding to this question was 103. Of this number, 46 students said that they had returned to a site (See Table 78). The students were asked to check a list of reasons as to why they returned to the site. Seventy students completed this part of the question. Twenty nine of the students reported that they had returned

to shop. Nine students or 13 percent of the group indicated that they had returned to seek employment. Apparently many had made close acquaintances at the site, as 18 students or 26 percent had returned to visit friends. This information is reported in Table 79.

Question 5

"Compared to other experiences that you have gained during high school, how would you rate the EBCE program?"

Ninety eight students responded to this question. Nineteen percent (19 students) reported the program to be excellent. Thirty seven students (38%) said that it was above average. Only three percent reported the program to be poor. This information is reported in Table 80.

Question 6

"Has the EBCE program been of help to you at this point in deciding upon what you want to be doing after you graduate from high school?"

A total of 102 student responded to this question. Eighty percent of the students indicated that they had been helped to some degree or very much. Four percent reported no help and 16 students (16%) said that they had been helped very little. Table 81 reports this information.

TABLE 75

Value of the EBCE Program

School	Little Value	Some	Considerable Value	Don't Know	School Total
Weber	3	8	11	1	23
Morgan	2	12	10	0	24
Bonneville	2	8	17	0	27
Roy	3	9	11	1	24
TOTAL	10	37	49	2	98
PERCENT	10	38	50	2	100

TABLE 76

Talked to Others in Program
About Own Experience

School	Yes	No	School Total
Weber	22	1	23
Morgan	24	0	24
Bonneville	27	0	27
Roy	23	2	25
TOTAL	96	3	99
PERCENT	97	3	100

TABLE 77

Used EBCE Program Experiences in School Work or Course Scheduling

School	A Little	Somewhat	To a Large Extent	School Total
Weber	14	7	3	24
Morgan	11	9	0	20
Bonneville	10	17	0	27
Roy	19	7	2	28
TOTAL	54	30	5	89
PERCENT	61	34	5	100

TABLE 78

Returned to EBCE Program Site Since Experience

School	Yes	No	School Total
Weber	9	13	22
Morgan	13	18	31
Bonneville	13	14	27
Roy	11	12	23
TOTAL	46	57	23
PERCENT	45	55	100

TABLE 79

Reasons for Returning

School	Shop	Seek Employment	Visit Friends	Other	School Total
Weber	7	3	6	3	19
Morgan	5	1	3	4	13
Bonneville	8	2	4	2	16
Roy	9	3	5	5	22
TOTAL	29	9	18	14	70
PERCENT	41	13	26	20	100

TABLE 80

Experiences Gained in the EBCE Program Compared to Other Experiences During High School

School	Excellent	Above Average	Average	Below Average	Poor	School Total
Weber	5	7	7	4	1	24
Morgan	5	8	7	3	0	23
Bonneville	4	15	6	2	1	28
Roy	5	7	6	4	1	23
TOTAL	19	37	26	13	3	98
PERCENT	19	38	27	13	3	100

TABLE 81

Help EBCE Has Been in Decisions of Vocational and Professional Choices After Graduation

School	Very Much	To Some Degree	Very Little	Not At All	School Total
Weber	5	17	5	1	28
Morgan	10	9	2	2	23
Bonneville	8	15	4	0	27
Roy	5	13	5	1	23
TOTAL	28	54	16	4	23
PERCENT	27	53	16	4	100

SUMMARY

Much change has been made in the EBCE program following its first year of implementation. The changes that have been made were designed to improve program for students. However, a follow up study of 1976-77 EBCE students shows that they valued their experiences. Eighty eight percent reported the program to be of some to considerable value. Fifty seven percent reported that their EBCE experiences when compared to other school experiences, were above average to excellent. It would appear that students remember this type of exposure and value the experiences.